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Materials utilizing a simulated environment approach were developed, produced, pilot tested, and evaluated to determine their usefulness as media for training programs and for behavioral research in the process of administration of special education. Background and task materials took the form of both written and audiovisual media, featuring a communications in-basket, telephone calls, filmed observations, and role-played conferences. Instruments for evaluating the materials consisted of a test used before and after treatment to assess behavioral change, a category scoring system to assess performance during the training sessions, and a participant opinionnaire. Two experimental groups (10 in one and 21 in the other) and two control groups (10 each) were involved. The following results were noted: performance scoring was reliable (interrater correlation coefficients were .81 to .98); differences between pre- and post-treatment were significant for experimental groups ($p < .05$) and were not significant for the control group; a lack of correlation between test and performance variables cast doubt on the validity of the test scales; and the materials were perceived by participants as an extremely valuable vehicle for training. The materials developed are appended. (Author/SN)

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Syracuse University
Syracuse, New York

November 1967

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U. S. DEPARTMENT OF
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CHAPTER I

SUMMARY

The project reported herein was undertaken to develop, produce, pilot test and evaluate materials which could serve as media for training programs and for behavioral research in the process of administration of special education. The chosen model for the materials was the simulated environment, complete with background material and task situations demanding problem solving activity. Both the background and task materials utilize both written and audio-visual media, with the major input of tasks taking the form of a communications in-basket, supplemented by telephone calls, filmed classroom observations and role-played conferences.

The content was selected with the objective of broad sampling of the situations confronting the Director of Special Education in a medium sized and typically organized administrative structure involving a comprehensive program of special education services. The procedure was selected with the objective of providing maximum realism and involvement of participants in the role.

Pilot testing of the materials was undertaken in two short term intensive training workshops, one directed toward all phases of special education and utilizing the entire collection of materials, while the other was of shorter duration, involved a restricted scope of concern, and utilized an abbreviated portion of the simulation materials.

The orientation of the material and the training sessions in which it was tested placed emphasis on the interpersonal relationships believed to be significant to the optimal performance of the role of administrator of special education. The evaluation of the materials was undertaken by three approaches, each using instrumentation as follows:

1. A category system for scoring performance in response to the simulated tasks according to dimensions of interpersonal relationships suggested by a theoretical construct concerning the role.

2. A test, with alternate forms to be used on a pre and post training basis, designed to assess

preference in choice of the same dimensions when pursuing the solution to problems.

3. An opinionnaire for obtaining from participants a subjective appraisal of various factors dealing with the usefulness of the materials.

The utilization of these instruments with the two pilot groups as well as with appropriate control groups, yielded information about the materials and the assessment devices as follows:

1. The performance scoring system was found to be reliable.

2. Differences in performance on the simulated activities and on the behavioral choice tests, along the dimensions measured, as a function of demographic variables were not significant.

3. The alternate forms of the behavioral choice test were found to yield equivalent means and variances among the various experimental and control groups, and between pre and post testing on one control group, but the correlation between forms was marginal.

4. Mean scores on pre and post testing with the behavioral choice test revealed significant changes in the experimental groups that were not found in the control group. The nature of these changes did not support the theoretical constructs upon which the tests and the performance measures were based, but rather suggested that the major effects of the materials was to cause subjects to be more cautious or thoughtful of implications of their choices when responding.

5. A lack of correlation between the performance measures and hypothetically related scales on the behavioral choice test cast doubt on the validity of the selected dimensions for assessing relevant behavior in the role.

6. A highly positive perception of the materials as a valuable vehicle for training was reported by participants.

Recommendations for the extension and improvement of the materials which were suggested by the results of the pilot testing include revision of the existing measurement categories, the identification and assessment of additional dimensions, and the development of more standardized administration and assessment of the conference situations involving role-playing of face-to-face interactions.

CHAPTER II

INTRODUCTION

The Problem

This report is concerned with a project for the development and production of materials for use in research and training in the field of administration of special education. The project was conceived as the first phase of a three phase program, the total purpose of which is to study administrative behavior specific to the role and function of the special educator, factors which may differentiate this behavior from that required in other administrative roles, and the relationship between performance in this field and certain demographic variables.

This first phase is therefore limited to the development, production and pilot testing of an experimental edition of instruments which, if showing promise, can be supplemented or modified as indicated in order to be used in more extensive research on this subject. In addition, it is anticipated that such instruments may serve a useful training function for personnel preparing for professional roles in administration of special education.

Background

The proliferation of public school programs for exceptional children has created increasing attention to the need for competent administrative personnel to provide leadership for such programs at all levels and in a wide variety of organizational structures. Local school systems, state education agencies, and various federal offices are concerned and types of roles include both public and private residential schools, cooperative programs covering broad geographic areas and comprehensive services, as well as more specific or circumscribed responsibilities for supervision in a single facility or with a single category of exceptionality. It is clear that no single job description can approach an adequate coverage of the field encompassed by the term "administration of special education"

One response to the attention has been manifested in the inclusion of an administrative area in the federally supported training program under Public Law 85-926 (as ammended), and the program development grants which have been awarded to encourage university training programs in this area. In pursuing such development, it is immediately apparent that there is a lack of the basic tools and guidelines generally associated with training programs. As Willenberg (1964) pointed out, "After more than a half century of public school programs for exceptional children, there is still no single source of comprehensive information providing a rationale, structure and process for the administration of special education programs. Colleges and universities are preparing leadership personnel without the basic tool of such instruction-a textbook on the subject." Since that time the picture has not changed appreciably, and there is still a lack of clearly defined criteria for selection of trainee personnel in this field, an established curriculum for such training, and perhaps most crucial a lack of a validated description of the competencies required in the administration of special education which are discriminable from those inherent in any other type of administration.

Attempts to identify and catalog such competencies have been restricted largely to surveys and committee compilations based on opinions of personnel in the field. The U. S. Office of Education study "Qualification and Preparation of Teachers of Exceptional Children," from which two bulletins pertinent to this topic were prepared by Mackie and Engel (1955) and by Mackie and Snyder (1956) itemized personal characteristics, functions performed, competencies required and experiences and professional preparation needed by administrative personnel in both local school systems and state departments of education. No validation of these opinions by any empirical process is known to the writer at this time. Likewise, the statement of goals for professional preparation and certification of administrators adopted by the National Association of State Directors of Special Education in 1964, as reported by Milazzo and Blessing (1964) is an expression of the expert judgement of that group, but would also benefit from some form of validation. The report of the "Professional Standards Project" by the Council for Exceptional Children (1966) includes a section on administration and supervision which lists knowledges and functional skills determined by committee judgement to be basic to good practice.

One notable thrust into empirical study of the task itself is reported by Kothera (1967) in which the actual situations confronting a selected sample of administrators in a variety of organizational roles over a period of time were recorded and classified so as to provide a descriptive profile of their activities. The objective in that study was to provide a set of reality based items for use in simulation or other curriculum approaches to professional preparation of personnel. While the information provided by that study is useful for looking at practice in the field as it is, it would appear to this writer that there is a need to go further to explore a number of questions such as:

1. The degree to which the administrative process in special education may be different from that in other administration.
2. The degree to which administrative performance in special education is a function of such personal variables as formal training, previous experience, mental abilities and personality factors.
3. The degree to which administrative performance is a function of such situational variables as organizational structure and social climate.

In view of the difficulty inherent in studying administrative behavior in actual situations, due to the impossibility of providing either standardized or controlled conditions, the process of simulation has been used in a number of contexts to conduct research and provide training in administrative performance. Culbertson (1960) refers to the use of simulation in the military, international relations, and business management fields.

Of greatest relevance to the problem at hand, the use of the simulated school district to study administrative performance of the elementary school principal has been reported by Hemphill, Griffiths and Fredericken (1962). The threefold objectives of that study were (1) to determine dimensions of performance in the elementary school principalship and thus to develop a better understanding of the nature of the job of the school administrator, (2) to provide information helpful in the solution of the problems of selecting school administrators, and (3) to provide materials and instruments for the study and teaching of school administration. The materials, commonly known as the "Whitman School" materials include printed publications, films, tapes and situational test materials to provide both background study and "in-basket" problems requiring action. They have been subsequently expanded and supplemented to present appropriate situations for the secondary school principal, the school district superintendent and the community college president. These materials, now being distributed by the University Council for Educational Administration, are described in a publication of that Agency (1965).

A modification of the "Whitman School" to include an integrated program for the deaf has been developed by Jones (1966) and utilized in workshops focusing on the problems related to the administration of such programs. The orientation is from the view of the elementary principal, rather than the central office administrator and is limited to the one type of special education program.

The enthusiastic acceptance of these materials as a teaching device by professors of school administration has been reported by Weinberger (1965) who conducted a study on the extent to which simulation had been used, the purpose of such usage and suggested improvements for future use. Conclusions drawn from that survey indicated a shift toward primary emphasis upon the individual participant and his administrative behavior from past emphasis upon teaching administrative theory. Strengths of the technique were seen as: "high student involvement and motivation; provision for skill practice in a real, but controlled situation; opportunity to compare administrative behavior; and a chance to test theories on real problems." The weaknesses reported were largely concerned with technical aspects of the utilization of the materials. Recommendations for improved use of simulation included the provision of feedback on consequences of decisions made, particularly by a branching programmed system of either a machine or manual type; the provision of greater realism through filmed problems of which the participant is a part, telephone recording and playback systems which would reduce the unrealistic amount of written responding which has been necessary in existing systems; the provision for administrative team approaches and group decisions; and the provision for more open-ended background data, allowing an individual or group to build its own background material as it proceeds, interjecting problems at different points.

Weinberger (1965) also indicates a need for objective study of the specific effects of simulation by some form of pre-test, control, experiment and post-test design. Measurement of changes in behavior, attitudes, or knowledge on the part of simulation participants would seem to be a necessary part of validation of the simulation materials and technique.

Objectives

In view of this background and the recommendations reported above, the total problem was seen as falling into three relatively distinct and separate phases:

1. The procurement of materials which will serve to simulate the problem situations facing at least one representative type of administrator of special education, and the validation of such materials as instruments for use in both research and training.

2. A study of behavior involved in the administration of special education, variables involved in the approach to problem solving and decision making in that area, and demographic variables which relate to such approaches.

3. The implementation of successfully procurred and researched materials in training programs.

The project reported herein dealt with only the first phase and covered a time period of fifteen months. A survey of previously existing simulation materials indicated that none were sufficiently appropriate for the types of roles in which the largest numbers of administrative personnel in the field are employed. Therefore, it was deemed necessary to develop and produce such materials, using a format similar to that of previously successful materials, but incorporating as far as possible the improvements suggested by studies cited previously, and further orienting the materials to roles and situations that would have the greatest applicability to the field. To accomplish the latter it was necessary to determine what particular role should be simulated so that it would represent either a type which exists in greatest frequency in the field or a type which carries the greatest degree of common elements with other roles so as to provide for maximum transfer.

An objective was set to produce materials that would permit maximum utilization of the particular advantage of the simulation concept, realism within a standardized and controlled practice setting. The aim was to allow students and practitioners in the field to assume a role in a simulated special education directorship in a school district with given characteristics and to react to problem situations presented in a standardized manner. To gain maximum realism, it was assumed that it would be advisable to create a simulated environment with sufficient background information so that participants (experimental subjects or students) could play the role "to the hilt" when faced with the simulated tasks and situations demanding decisions and action.

An additional objective was to provide situational items representing not only a thorough sampling of realistic tasks peculiar to special education, but a selection requiring skills and involving task orientation consistent with an existent theory of educational administration. To accomplish this objective it was decided to make a study of the apparent applicability of Griffith's (1956) model for classification of administrative tasks to the area of special education.

Another objective was to develop a system for recording and classifying the responses of participants to the situational items presented, in order to study quantitatively the nature of such responses. This type of analysis is essential to any use of the materials for research purposes, to assess individual behavior in relation to other relevant variables, or to study relationships between the process of administration in this field, as opposed to other areas. Of particular concern in this regard was the degree to which a system for analysis could be made reliable among different scorers, the efficiency of such a system, and the effort required to train a scorer to an adequate level of consistency.

A final objective was to develop an assessment instrument for measurement of change as a result of training utilizing the simulation materials in courses, workshops, intensive institutes, etc. This objective demanded the determination of significant factors, accessible to change, which might be expected outcomes of such training. For this purpose, the instrument ought to yield measures along the same dimensions as those utilized for the scoring of responses to the simulation tasks.

Hypotheses

While the major purpose of this project was to develop materials rather than to carry out an investigation, some underlying questions about the nature of administration of special education were in mind and constituted the chief motivation for the development of materials that might prove useful to the long range exploration of what factors (if any) differentiated the administrative task in this field from any other. Concern with the question of "What's special about special education?" and with the issue of how to provide the most appropriate training for the administration thereof, has led the writer to the statement of some hypotheses which in part might describe some basic differences between most administrative roles in special education and those in other educational administrative positions. It is not suggested that these hypotheses should explain all the differences that make up whatever is unique about the field. They were advanced for the purpose of this project in the hope that they would provide some dimensions along which objective measures could be taken, in order to examine the usefulness of the materials themselves.

The hypotheses deal with interpersonal relationships between the administrator of special education and others in his environment, and the nature of the interactions in this role as contrasted with such interactions in other roles. It is suggested that while certain of the hypothetical statements are more relevant to particular types of positions within the general framework of special education administration, in total the statements demonstrate some essential aspects of what are peculiar demands of the role. These may be purely a function of traditionally determined organizational structure for such services in the public schools, or they may be a function of the inherent differences in tasks to be accomplished, but in either case they are believed to reflect the status of the field at this time.

It is hypothesized that in his interactions with others in the performance of his job, the special education administrator is required to utilize in comparison with other educational administrators:

1. Greater involvement with teams or groups of persons and, therefore, relatively less involvement with one other person at a time (dyadic activity) or independent activity.

2. Greater involvement with persons representing disciplines or professions other than instruction (multi-disciplinary activity) and, therefore, relatively less involvement with activity limited to instructional personnel only.

3. Greater involvement with peers, persons on approximately the same level of the administrative hierarchy (horizontal activity) and, therefore, relatively less involvement with persons who are subordinate or superordinate (vertical activity).

4. Greater involvement with persons in other departments of the administrative organization (interdepartmental activity) and, therefore, relatively less involvement with persons within an immediate department of which he is a member or head (intradepartmental activity).

5. Greater involvement with persons who are outside the administrative organization, both lay and professional individuals and organizations (extraorganizational activity) and, therefore, relatively less involvement with persons inside the organization.

The advancement of these hypotheses is based upon the assumption that decisions and goal-directed activity in the provision of special education services are likely to involve a variety of participants from a number of professional roles, e.g., medical, sociological, psychological, as well as instructional, and that there are fewer situations in which actions can be taken without some form of consultation. If true, this factor would tend to increase both the team and the multi-disciplinary aspect. Further, the nature of such consultative relationships is assumed to be more likely to be with approximate peers since decisions to be made are more likely to be ones affecting personnel in other (non-special education) departments. Since staff, rather than line emphasis in such roles is typical, and due to factors of supervisor-teacher ratio, the administrator in this field merely has fewer subordinates with whom to deal and less reason for communication in either vertical direction than in the horizontal. This factor might be assumed equally strongly in any other basically staff position, but special education services, again requiring interaction with a wide variety of auxilliary personnel and services, are more likely to range into the community at large, e.g., medical and psychological clinics, family service agencies, both public and private welfare agencies, and because of the severity of educational problem for these children, a greater involvement with their parents.

The testing of these hypotheses might be accomplished in various ways:

1. Analysis of interaction behavior of various types of administrators in reality situations on the job; recording the frequency of occurrence of each the above types of involvement, using an activity log or diary.

2. Analysis of the choices of interaction involvement made by various types of administrators to a standard set of stimuli in the form of simulated situations soliciting decisions and actions.

The first approach, while achieving maximum direct access to the objective reality of any differential demands, has the inherent disadvantage imposed by the difficulty of analyzing things that happen fleetingly and on which no permanent record is available to indicate what really happened. The latter approach, though entirely indirect, has the advantage of allowing the maintenance of a complete record for purposes of analysis. The situations presented in a simulation of a special education role can be biased to include predominately those items which support the above hypotheses. Therefore, to secure a measure of difference in role, it is necessary to look for differences that exist as a function of habitual approach by persons who are well experienced in the roles being contrasted, when confronted by the same, standardized stimuli. Inferences as to any differential demands among various types of administrative roles would then depend upon the tendency of each person to approach the standard situations with behavioral choices that are consistent with those habitually utilized in the reality of the job.

CHAPTER III

METHOD

A procedure was established in accordance with the objectives stated earlier, to produce a complete set of materials suitable for use in courses or institutes with limited numbers of students. Under such conditions students could become acquainted with a simulated school district, city, county and state and could role-play the assumption of an administrative position in that district, complete with a set of simulated situations or tasks calling for behavioral responses. It was further decided that a pilot testing of these materials would be conducted in at least one complete process, and as far as possible in additional, more limited variations. In order to analyze the utilization of the materials, an experimental system of scoring certain aspects of students' responses was developed, tested, and evaluated. In order to secure quantification of change in behavior as a function of use of the materials, a test of approach choices to problem solving was developed, designed to assess the same dimensions of performance that were scored on the responses to the simulated tasks. This test, with alternate forms, was utilized experimentally on a pre and post basis with experimental and control groups. The total package of materials, described in greater detail below and illustrated in part in the appendices, was finally named the Special Education Administration Task Simulation (SEATS) Game.

Background Materials

The purpose of background material in a simulation game is to provide a realistic framework from which decisions and action can be determined. In part, such material needs to provide cognitive information--facts upon which decisions can be made. In addition, such material can provide realism in establishing a feeling tone, enhancing the participant's involvement in the problem situations and providing a basis for making judgments where adequate factual information can never be available.

It was, therefore, considered advantageous to create a simulated environment bearing strong resemblance to actual ones, selecting characteristics to provide optimum range of problems and tasks found in a cross-section of real administrative positions in the field. While previous developments of simulation materials, such as the Whitman Elementary School materials described by Hemphill, Griffiths and Fredericksen (1962) have taken an actual locality and disguised it sufficiently to guarantee anonymity, it was felt that to accomplish the objectives desired in this project it would be more productive to create a completely mythical locale, using a composite of many actual places. Such a composite resulted in a school district of sufficient size to guarantee the existence of children of all types of exceptionality, yet too small to permit the independent operation of programs for some of the low-incidence types of problems, therefore, requiring some joint agreements or cooperative arrangements characteristic of so many special education organizations.

In a similar way community socio-economic conditions having influence on the development of the special education were contrived so as to present issues for consideration most representative of those facing the greatest number of persons in the field. State laws and administrative regulations were written on the basis of a composite of those to be found in states occupying a high-average position in terms of sophistication and development at the state level, yet having notable room for improvement in certain areas.

With these points as guidelines, the writer and a group of doctoral students in special education pooled their experiences in a variety of communities and states, resulting in the creation of the Dormit Central School District(so named to befit its status as a "bedroom" community) in the suburbs of the city of Metropolis, an industrial seaport of a half-million population in Jackson County, State of Lafayette. Through committee activity, a number of documents were written to orient the player of the "SEATS Game," who becomes Lee Blank, a person of either sex who has just accepted a newly created position as Director of Special Education in Dormit.

One document takes the form of a term paper entitled "Cultural Influences on the Development of Special Education in the Dormit Central Schools" (Appendix A) written by a former teacher of the mentally retarded in the District for a course in Social Foundations of Education at the Lafayette State University. It provides much statistical information, tracing the development of the school district and its efforts for the exceptional child to its present 14,000 enrollment. Maps and tables illustrate the location of the various schools and other facilities, the number of exceptional children served by what programs. It also includes an analysis of some strengths and weaknesses of the total program with recommendations for improvements. From the perusal of this document the role player secures a basis for evaluating the adequacy of the existing program of special education in Dormit, as well as feeling for the means and the chances for constructive intervention.

A second document is a "Special Services Handbook," a guide to policies and procedures in the Dormit Central School District (Appendix B) presented as having been written by a committee of staff persons in the District at the time that the position of Director of Special Education was created. The guide contains an organization chart for the central and administrative staff of the district and samples of referral forms, as well as various statements on procedures which serve to depict the status of special education and more pertinently the nature of the Director's role in relation to other district personnel. Again, the document is designed to indicate some sound and realistic efforts on the part of the district, yet to contain some flaws or factors which could be expected to cause difficulties to the Director in the performance of his job.

Additional background material is provided by a document entitled "Education of Handicapped Children in the State of Lafayette: Selected Excerpts from the School Code and Regulations of the Commissioner of Education" (Appendix C). This information establishes the legal basis within which Lee Blank and the District must operate, indicating varying degrees of flexibility and structure, permissive and mandated procedures, as well as some rather conspicuous omissions.

These three written documents, after considerable revision to rectify internal inconsistencies, comprise the chief means by which the role player is oriented to the simulated environment in which he will react to the task materials to be presented later. They are given to the players in an "Orientation Packet" together with a few other written communications, rosters of personnel, etc., as if this was the contents of his office "In-basket" upon reporting on his first day in the new job.

In order to reinforce the cognitive and affective impact of the orientation packet, a set of 80 Kodachrome 35mm slides, with a tape recorded commentary was prepared to be shown to the players after an over-night study of the written material. The slide set includes pictures of the community in general, some of the schools, maps to clarify geographic relationships, actual special education classrooms and related facilities, and the children themselves. These slides, covering a broad range of special facilities and children, were taken in a number of different actual locations on the understanding that they would be used only in personnel training programs and that anonymity would be retained.

Further exposure on the affective level to the social-psychological environment is made available through two audio-taped conversations within groups of Dormit Central School District personnel with whom Lee Blank must work. The conversations deal with issues about which the Director of Special Education will eventually be concerned, but in order to allow for maximum identification by the individual role-players, Lee remains a passive listener in the group and does not speak.

An instructor's manual (Appendix D) was prepared to augment both the background and task material, enabling the instructor who would use the SEATS Game in a training course or workshop to provide continuity from one phase to the next and to adequately introduce and direct the use of each part. As an aid to discussion of some of the questions and issues raised by the orientation packet, transparencies for over-head projection were also prepared, dealing with maps and organization charts.

Aside from routine projection and tape playback equipment, no special facilities or arrangements are required for utilization of the background materials in the orientation packet.

Task Materials

As a vehicle for presentation of tasks or situations demanding decisions and/or action, the "In-basket" technique was chosen to carry the major load. Additions to these basic written communications were developed using problem input through telephone calls and visual presentation with motion pictures. While it is likely that in reality a greater proportion of the tasks confronting an administrator are communicated to him through oral than through the written mode, the mechanical obstacles to providing such one-to-one interaction with even a small enrollment in a training group seemed to necessitate greater dependence on written material for both the problem input, using memos and letters coming from appropriate persons in Lee Blank's environment, and as the means for the role-players to communicate their responses and to indicate their choice of actions. Variety was provided by augmentation with a limited number of telephone conversations, in which both the presentation of the situation and the recording of the response was handling orally, group role-playing of case conferences, and responding to filmed material with a face-to-face role-playing interview. This tended to break up the stilted unreality of over-involvement with written communication which has been the criticism of the "In-basket" technique in other simulation exercises.

With these aspects of the mechanics of interaction in mind, the issue of item selection was first approached by giving attention to the model for classification of problems facing the school administrator proposed by Griffiths (1956) and used in the selection of items for the simulation of the role of the elementary principal, as reported in Hemphill, Griffiths and Fredericksen (1962). This classification scheme divides the job of educational administration into four major parts, (1) improving educational opportunities; (2) obtaining and developing personnel; (3) maintaining effective interrelationships with the community; and (4) providing and maintaining funds and facilities. Superimposed across these four categories was a classification of three types of skills required by the administrator, as follows:

1. Technical skills involve specialized knowledge and ability including the methods, processes, procedures, or techniques that the administrator would need in order to carry out his duties.
2. Human skills involve ability to work effectively as a group member and to build cooperative effort within the group with which he works; it may be contrasted with technical skill--working with people versus working with things.
3. Conceptual skill involves the ability to see the organization as a whole; it includes recognizing the interdependence of each unit and how changes in one unit effect all other units.

Joining these two classification schemes resulted in a twelve cell grid into which the situations facing the administrator could be classified. On the suggestion of an advisory group of school principals and administrators from the field, Hemphill, Griffiths and Fredericksen had selected 96 items for inclusion in the Whitman School simulation, in accordance with emphasis in each cell as indicated by Table 1. With the total of 96 items, the distribution can be taken as a rough approximation of the percentage of total skill and effort brought to the task.

TABLE 1

DISTRIBUTION OF ITEMS FOR ELEMENTARY PRINCIPALSHIP SIMULATION

	Technical (T)	Human (H)	Conceptual (C)	Total
Educational Program (E)	7	6	6	19
Developing Personnel (P)	9	22	8	39
Community Relationships (R)	5	15	6	26
Maintaining Funds and Facilities (F)	6	3	3	12
Total	27	46	23	96

In the interest of comparing the skills and functions of the administrator of special education to that of the elementary principal, the writer sent a questionnaire to 150 randomly selected persons from the membership list of the Council of Administrators of Special Education. The questionnaire reviewed the criteria for the twelve cell classification scheme and asked the recipient to consider his own position as an administrator in the field of special education. Thinking of the proportion of time spent dealing with the major aspects of the job and about the total skill which one brings to the accomplishment of the total job, each subject assigned to each of the twelve cells his best estimate of the percentage of total effort that would belong in each category. Tabulation of the results from the 37 usable questionnaires returned yielded a distribution of percentage of emphasis as indicated in Table 2.

TABLE 2

PERCENTAGE OF EMPHASIS FROM PRACTICING SPECIAL EDUCATION ADMINISTRATORS

	Technical (T)	Human (H)	Conceptual (C)	Total
Educational Program (E)	13.4	15.1	11.2	39.7
Developing Personnel (P)	6.8	13.8	6.5	27.1
Community Relationships (R)	3.9	8.0	4.0	15.9
Maintaining Funds and Facilities (F)	7.3	4.3	5.7	17.3
Total	31.4	41.2	27.4	100.0

The difference in placement of emphasis between the elementary principal and the special education administrator appears to be primarily in the greater attention to Education Program (E) on the part of the special educator. These differences throughout the twelve cells are significant at the .01 level when tested by the "one-sample Hotelling's T^2 statistic" to determine whether the group centroid is equal to a specified vector of population means.

Using the distribution of emphasis as shown in Table 2 as a rough guide, plus attention to content that would be spread across categories of exceptionality in approximate proportion to number of children and magnitude of program of services, the writer and a committee of doctoral students in special education again drew on past experiences to prepare and select items to be presented to the role-players (Lee Blank) for decision and/or action. The resulting pool of items, sixty-six written communications and twelve phone calls which can be considered discrete problems inviting action, were classified on the twelve cell grid according to major emphasis. It must be recognized that in many cases the classification of an item is somewhat equivocal, and that certain items were designed intentionally to relate to certain other items, therefore, making distinct classification quite precarious. Since the major intent in using the classification scheme at all was to insure a satisfactorily broad coverage of functions in reasonably realistic proportions, the distribution of items, on a percentage basis as indicated in Table 3 was felt to be quite satisfactory.

TABLE 3

PERCENTAGE OF EMPHASIS FOR IN-BASKET ITEMS FOR THE SEATS GAME

	Technical (T)	Human (H)	Conceptual (C)	Total
Educational Program	13	13	13	39
Developing Personnel (P)	6	8	8	22
Community Relationships (R)	5	10	6	21
Maintaining Funds and Facilities (F)	6	6	5	17
Total	30	37	32	99

The above distribution reflects only that part of the SEATS Game which is concerned with discrete situations inviting direct action; the seventy-eight communications. Other aspects of the total game, primarily role-playing activities described later, are more extensive and difficult to equate with the other types of items, and would probably be best classified as falling in the EH, PT and especially the PH cell.

A major problem in the selection of items is the adaptation of an idea to a form that can be realistically presented by the communication modes available. In the case of written memos or letters, it is necessary to include more information for purposes of clarification than would probably be found in actual communications, since the role-player can never be expected to have as complete access to relevant information about his simulated environment as in real life. In effect, the role-player, as Lee Blank, was "born yesterday." However, in the interest of realism, it is important that in presenting enough information to make a response possible, one avoids making the communication sound like a synopsis of last week's edition of a continued story. A balance in this respect is crucial since sequential two-way communication is not possible for the pursuit of solutions to situations presented by the written in-basket item, and there is only one chance to get the message transmitted and to get the response back. Some representative samples of written items are found in Appendix E.

A different, but equally important problem is confronted in the preparation of items for oral presentation. Although sequential two-way communication may be made possible by having a "live" interactor presenting the situation while playing the role of another person in Lee Blank's simulated environment, the problem in each case must be one for which the limited background information available provides some realistic basis for intelligent reaction. When using the telephone call as an input, each call is for Lee Blank a "first exposure" to a direct confrontation with that person and even though he may have read about the person and knows something of him through the background material, there will always be some unreality about the exchange since in real-life a greater number of contacts, including face-to-face, would give Lee a mental set from which to proceed.

On the other hand, to the extent that in real-life one must frequently act "on the spot," without the opportunity to deliberate before responding, as to a written communication, the phone call confrontation demands a realistic immediacy in response. Whether the result of this demand takes the form of temporizing, diplomatic evasion, or "shooting from the hip" the situation at least provides an opportunity for the role-player to experience the feeling of pressure under relatively safe conditions and for both the student and the instructor/researcher to analyze the total behavior.

An important additional consideration in presenting oral input is the matter of standardization. While one-way transmission of the oral mode could be provided over a telephone by a tape recorded input, this would not allow a realistic opportunity for the role-player to secure clarification of misunderstanding or additional selected information, without the most complex of computer based programs offering vast alternative branches. The standardization benefits of such a program would be offset to an unknown degree by the lack of realism, if not irritation, familiar to everyone who has attempted to communicate with a recorded answering service. An additional utilitarian consideration involves the extent to which instruments devised for use in a variety of training and research centers may be limited by the requirement of highly complex hardware.

With these factors operating, it was decided that material developed for oral presentation would emphasize realism in favor of standardization where compromises were necessary, and that a package of maximum breadth and utility would be attempted rather than focusing on approaches having limited utility due to technical complexity.

To provide some basic standardization, a written script for the opening transmission of each phone-call item was prepared, with the intent that a "live" actor would be on one end of each communication and the Lee Blank role-player on the other. On the assumption that there would be a limited number of types of responses elicited by the opening statement, into which a substantial majority of the subjects' responses could be classified, a group of graduate students were assigned the task of listing and classifying the most probable responses, attempting to fit such responses into a model as illustrated in Table 4. Then the script was extended in a semi-standardized manner by writing some general guidelines for the actor to follow in ad-libbing the remainder of the phone-call along whatever branches Lee Blank's responses happened to lead. It was clear that the range of possible response categories would not be the same for all phone-call inputs, and the major intent in this script writing was to give the actor the advantage of being ready for handling anything that might come from Lee Blank and to maximize output of verbal behavior from each role-playing participant. Sample phone-call scripts are found in Appendix F.

TABLE 4

MODEL FOR CLASSIFICATION OF RESPONSES TO INITIAL TELEPHONE INPUT

I Delaying Responses	A. Information Sought	B. Avoiding Decision
II Compliance Responses	A. Total Agreement	B. With Resistance
III Refusal Responses	A. Rationale Offered	B. Arbitrary
IV Referral Responses	A. Onward from Source	B. Back toward Source
V Inappropriate Responses	A. Irrelevant Issues	B. Contrary to Fact

It was obvious that the actor's vocal inflection, his on-the-spot choice of secondary and succeeding verbalizations, and many other factors would influence the attempt at standardization. It was in this respect that the general ground-rule was established: when in doubt, the actor should strive for realism over standardization. Other ground-rules were necessary, such as the handling of the subject who interrupts the opening speech of the call with questions or reactions before the whole situation is presented, or who takes an extremely unusual tack in his responses. The importance of this kind of flexibility was demonstrated in the pilot testing of the materials, the results of which are discussed in Chapter IV.

Additional non-written situational input utilizing the audio-visual mode was also desired, to simulate the many aspects of the administrator's job in which he must react to observations and face-to-face confrontations, rather than communications across either time or space. To explore this aspect, three types of situations were developed.

For major emphasis, Lee Blank's function as a supervisor of instruction was exercised by allowing for visits for classroom observation to five different types of special education programs. These visits were simulated by preparing 16mm films depicting representative situations in classrooms for educable mentally retarded, trainable mentally retarded, emotionally disturbed, severely hard-of-hearing, and a regular class into which a blind child was integrated. Actual classrooms were selected on the basis of their ability to provide an optimum cross-section of children, instructional and behavioral problems, and typical teacher performance. It was understood with each teacher and school district involved that the objective was for spontaneous and unrehearsed situations representing neither perfection in instruction nor "horrible examples," but rather an honest look at what might be going on in special education as it now exists.

In order to attain the most useful material for this purpose and avoid the inclusion of non-relevant sequences while retaining unrehearsed performances, a filming method was used in which the original shooting employed video-tape. This allowed for leaving the camera set up in the room all day, filming everything indiscriminately, since the unusable footage could be erased and discarded with less expense than film. Also, this method was expected to create less distraction, which was a crucial factor in the case of the emotionally disturbed children. After initial recording, an editorial committee of graduate students reviewed the total material and selected sequences for transfer to 16mm film. The finished product was left in relatively natural form, with no narration and only brief titles to identify the classroom and to indicate a lapse of time. By dividing and marking the finished films into natural sequences it also allowed for utilization of selected parts, rather than the entire observation, if desired.

The major intent for use of the classroom observations is to allow the participating Lee Blank to practice skills of observation and recording of pupil-teacher interaction under various classroom conditions. It is expected that instruction in approaches and techniques in that regard would be taught in conjunction with the use of the SEATS Game in courses or workshops, and that in other situations the films would serve to orient prospective administrators to some of the issues involved in even the routine operation of special education programs with which they may lack previous experience. Thus, the observations via film can serve as a survey to the novice as well as a vehicle for specific skill development for the more sophisticated.

One extension of the use of the observation films is designed to simulate two types of activity that may logically follow such observations. The writing of a record and/or evaluation of the observation for inclusion in the teacher's personnel record confronts the subject with the necessity of documentation and putting into words or other communicable data, the essence of what was experienced. This further reflects a choice of objectives, which in turn reflects the values held by the observer, even when the greatest value expressed is adherence to objective reporting without evaluation.

The second extension of the observation films is the provision for a face-to-face interview with a "live" actor playing the role of the teacher who had been observed on film. It was felt that in spite of the obvious discrepancy created by the fact that the actor would probably not resemble the person on the film, an adequate level of realism could be gained if this activity was used after the participants had been "broken in" to the idea of simulation and role-playing and could, therefore, enter into the spirit of the situation. For this activity each Lee Blank is advised that he may have an opportunity to speak briefly with the teacher he is observing, if she can be caught at a lunch break, and therefore he should be prepared to hold at least a superficial conference. By providing a number of simulated teachers, each with a pre-determined bias or behavioral set for the interview and tape recording the exchange, both the trainee/subject and the instructor-researcher can analyze the behavior exhibited in these situations.

A third type of direct, face-to-face activity was developed in the form of group role playing situations, simulating meetings of committees involving case conferences on disposition of children. For this activity special background material was prepared in the form of summaries of diagnostic studies or other case history material on children about whom some decisions are being demanded. In addition, individual bias producing instructions were prepared for each of the five to seven roles drawn from the Dormit environment. Material for two such conferences was prepared, in each case with Lee Blank as the chairman of the committee.

The major intent here is to provide realistic experience and an opportunity for analysis of behavior in this typical kind of activity. Two alternatives were considered regarding the assignment of roles, either of which could be used advantageously. In all other aspects of the SEATS Game each participant is playing the role of Lee Blank. For the case conferences, the other roles, which consist of other significant persons in Lee's environment, could be played by actors, allowing for only one participant at a time to be involved. An alternative method involves the assignment of the other roles to other participants, requiring a role shift on their part but permitting active participation for a greater number of the group. In a course or training workshop using the SEATS Game, remaining members would be observers of the interaction and could be exercising the function of observing and recording group dynamic interaction. In the pilot testing of the materials, the results of which are reported in Chapter IV, the latter method of assignment of roles was used. It was felt that after being involved with the simulation and role-playing concept for some days, and becoming somewhat familiar with the other persons in Lee Blank's environment through other contexts, it would be relatively easy to shift roles. Samples of the case conference role-playing instructions are found in Appendix G.

Technical Procedures

The background and task materials described above were developed over a period of time and received some testing in rather rough format with various groups of students in seminars in administration of special education. Some of the same students were later employed in the refinement of the materials and in conducting the more formal workshops in which the finished materials were tested. As a result, the materials as they now exist have gone through some evolution, and the procedures for employing them in training sessions have also evolved in terms of what appears to be the most feasible method of presentation.

Basic to the original design was the hope that the resulting package could be flexible enough to be utilized *en toto* in the case of extensive and intensive training workshops involving all phases of special education, but also in segmented or abbreviated form for shorter sessions or ones concerned with only selected aspects of special education, e.g. supervision of programs for the mentally retarded. Therefore, materials were restricted to items involving a minimum of interdependence, allowing for making up abbreviated forms by selecting for inclusion in each "In-basket" or package only certain relevant items.

Another aim, in terms of flexibility, was to allow for variation in depth of involvement by permitting the response to each task item to be rapidly handled by only indicating on a brief response sheet the type of action taken, with whom, and why. By contrast, when a more complete usage of the material is desired, the participants can be required to write answers to memos and letters, to make more extensive notes of steps to be taken, written outlines of plans, etc.

Also in the interest of flexibility, the procedures on phone-calls were accommodated to two different types of physical facilities that might be available, with pilot testing of the procedure in each. The ideal physical setting for implementation of the SEATS Game is one in which participants can be brought together for group discussion, films, etc., but in which each subject can retire to a private office equipped with a desk, supplies and inside telephone or other audiocommunication system which can be tapped for recording all conversations. Such a system can be provided in some hotel or motel accommodations with an internal switchboard, although the complications of tapping lines that could also be used for outside calls must be considered also.

For the pilot testing of the SEATS Game in a two week Workshop in Administration of Special Education, a facility was secured which provided most of what is desirable and all that is essential. A special instructional communications facility in the Newhouse Communication Center at Syracuse University contains desks with individual telephones for twenty-five participants. The telephones are tied to an internal dialing system and to two tape recording decks so that two phone conversations can be monitored or recorded simultaneously from a control booth adjacent to the room. By installing two phones in the control booth it was possible to have two instructor "actors" in the control booth, calling each participant sequentially to interrupt his work on the written items of the "In-basket." Since the work session involved about two hours of activity, even for the most rapid workers, there was time, allowing a limit of five minutes per call, to call each participant twice. Therefore, over the period of four work sessions, each participant received at least eight of the twelve phone-calls included in the SEATS Game.

The recording and playback capability and the realism of the phone on the desk are definite assets in this facility. The only disadvantage in this set-up was the lack of privacy between desks, which permitted other participants to overhear one end of the phone-call unless highly absorbed in their written work. This was partially ameliorated by strategically staggering the calls so that a maximum of time intervened between the receipt of the same call by persons at neighboring desks. This was further aided by the fact that not everyone received the same two calls within any one work session.

Provision for the other audio-visual requirements of the complete SEATS Game package were quite adequate in this physical facility, and a testing of all aspects was possible. The content of the workshop for this group included all areas of exceptionality and all major aspects of administration, supervision and coordination of comprehensive programs of special education were dealt with as far as the time (six hours per day for nine days) permitted.

The materials were also utilized in a much more limited form in an intensive institute dealing with education of emotionally disturbed children. In this workshop, only a portion of three days were devoted specifically to administrative aspects. In this situation, a more cursory coverage of the background materials was utilized, and only those task items concerned with the planning, initiation, and on-going operation of a program for emotionally disturbed children were used. Due to time limitations, even these aspects were not covered as completely as would be desirable. In this situation, a different type of telephone call operation was used, with only one phone in a room adjacent to where the participants were engaged in the work session on the written items. The equipment in this setting consisted of a dry-cell powered two phone circuit with a recorder plugged into the assistant instructor's set and enough connecting wire to lead to the adjacent room where the students took the call. A lack of realism was involved in each student having to be called from his work area to answer the phone, but otherwise the technical qualities were as adequate as in the more specialized facility. Since only ten participants were included in this session, the single set of phones were sufficient, but additional sets could be easily and inexpensively added to accommodate a larger group. Other aspects of this limited scope usage of the SEATS Game will be discussed in Chapter IV.

While it would be possible to conduct a training workshop devoted entirely to the SEATS Game, it was assumed that better returns would result from interspacing active role-playing and other simulation activities with occasional lectures or other didactic presentations. In the major workshop described above, such variation was utilized, according to the schedule indicated in Table 5. Aside from the necessity of going through the packets sequentially, there is no restriction on the pacing of the activities.

In order to provide problems that would realistically change in nature as time passes, the total simulation covers about fourteen months. The orientation packet (A) is dated August 15 (year omitted) and is Lee Blank's first day on the job. Packet B is dated September 30, when school has been in session for a month; Packet C, after a semester, February 15; and Packet D, nearing the end of the first year, May 15. Packet E occurs after a month into the second year and is dated October 15. Thus, certain programs, such as a newly authorized one for emotionally disturbed children can be followed from the early planning stages, through more

TABLE 5

SCHEDULE OF WORKSHOP UTILIZING SEATS GAME
JUNE 26 - 30

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00	Registration and orientation	Lecture-Discussion "Competencies and Functions of the Administrator of Special Education"	"A Tour Through Dormit" Discussion of Observations	Evaluation of Packet B--Priority items	Lecture-Discussion "Observation and Analysis of Classroom Behavior"
9:30					
10:00	Pre-Test Central City Form X		"Evaluation of Services in Dormit" Discussion of Responses to A		"The Flanders System" Demonstrate with EMR Film
10:30	Lecture-Discussion "Varying Roles in Administration of Special Education	Presentation of SEATS Game Packet A Initial Review of Materials			
11:00				Lecture-Discussion "Supervisory Relationships and Shared Responses."	
11:30					
	LUNCH				
1:00	Bookstore Break	Discussion; over-view of Packet A items Use of Packet X	SEATS Packet B "First Month Problems" Work Session	SEATS Packet C "Mid-Year Problems" Work Session	Classroom observation E. D. class
1:30	Lecture-Discussion "Organization for Administration"				
2:00					
2:30		Lecture-Discussion "Criteria for Evaluation of Adequacy of Services"			Extension of Flanders System
3:00	Independent Study Connor--Adm. Sp. Ed. CEC Prof. Stand.		Discussion Feedback--selection of priority items	Feedback--selection of priority items	Discussion-Evaluation of Selected Items Packet C
3:30		Independent study of SEATS Game; respond to Packet A			
4:00				Classroom observation EMR Class	

TABLE 5--Continued
July 3 - 7

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00	Lecture-Discussion "Selection & Placement Instructional Personnel" Review of selected items from A-B-C	HOLIDAY	Discussion-Evaluation of selected items Packet D	Discussion-Evaluation of selected items Packet E	Lecture-Discussion "Information Handling"
9:30					
10:00	Lecture-Discussion "Physical Facilities"				
10:30			Classroom observation Hard of Hearing	Classroom observation Visually Handicapped	Lecture-Discussion "Public and Professional Relations"
11:00					
11:30					
	LUNCH				
1:00	Packet D "End of Year Problems" Work Session	HOLIDAY	Role Play; Case Conference, "Jose"	Role Play; Selection Committee	Post-test Central City Form Y
1:30					
2:00					
2:30			Packet E "On Going Problems" Work Session	Lecture-Discussion "Pupil Placement and Services to Instruct"	Institute Summary and Evaluation
3:00	Classroom Observation TMR Class				
3:30					
4:00					

specific problems of staffing, selection of children, housing, etc., to the operational problems of "debugging" the newly launched program. Each packet, irrespective of the specific type of program, presents situations characteristic of the particular time of the school year.

Evaluation Procedures

As indicated in Chapter II, a system for recording and classifying responses to the tasks is required if the SEATS Game is to be of use as an instrument for behavioral research. In this respect the system utilized by Hemphill, Griffiths and Fredericksen (1962) was examined and attempts were made to modify it to more nearly suit the particular questions being asked about administration of special education. A number of different scoring systems, with greater and lesser numbers of categories were used experimentally in the classification of responses in the initial informal testing of the task materials. In each case attention was given primarily to the value of the information gained as opposed to the difficulties encountered in training scorers, securing adequate consistency between scorers, and total effort expended. Since the evidence from initial attempts seemed to indicate questionable returns in this respect, a system was finally used which was fairly direct and simple, which focused only on the dimensions of interpersonal relationships and was, therefore, relevant to the hypotheses advanced in Chapter II.

Accordingly, responses could be classified on the basis of categories which describe the types of persons with whom the director of special education interacts in either making decisions, working toward decisions, or acting in accordance with decisions already made. Ten categories were established, one or more of which would be checked to indicate the dimension of interaction in the particular response. The interaction categories, are given below. Details of scoring are outlined in the Instructor's Manual (Appendix D).

Ten Interaction Categories

a. INDEPENDENT--Actions taken or decisions reached by the Director of Special Education alone. No evidence of any interactions playing a part in problem solving.

b. DYADIC--Any interaction involving the Director of Special Education and one other person.

c. TEAM--Any interaction involving three or more persons simultaneously, e.g., a committee, in which discussion and participation is implied.

d. INTRA-DEPARTMENTAL--Any interaction involving personnel in a line dimension with the Director of Special Education and sub-ordinate staff dimension.

e. INTER-DEPARTMENTAL--Any interaction involving personnel in another department of the school system.

f. EXTRA-ORGANIZATIONAL--Any interaction involving persons outside the school district.

g. MULTI-DISCIPLINARY--Any interaction involving a discipline other than instruction, inside or outside the organization. Disciplines are:

1. Psychology (school psychologists, pupil personnel specialists, guidance counsellors, community agency psychologists, rehabilitation counsellors)
2. Medical (school nurses, any physician, psychiatrist, physiotherapist, occupational therapist, audiometrist)
3. Social work (welfare and attendance, community agency social workers, juvenile court, probation staff, etc.)

h. INSTRUCTIONAL--Any interaction involving only personnel within instruction.

i. HORIZONTAL--Any interaction involving those personnel within the district with the title of Director or Principal.

j. VERTICAL--Any interaction involving those personnel within the district with a title other than that of Director or Principal.

In using these categories it was noted that responses to a single task could involve these dimensions at various points or for different purposes. For example, interaction might consist of an immediate response to a memo, giving a decision and inviting no opportunity for further interaction on that item. Another response might consist of an immediate answer to the memo (which would be scored in terms of the person to whom the answer was sent) but suggest a future meeting of the same or additional persons in pursuit of the solution to the original problem. Furthermore, depending on the nature of the written response, those additional persons might or might not be actively involved in any decisions to be made in connection with the problem.

For these reasons, it was determined that the interaction classifications would be used in scoring the responses on three levels (1) the completed communication (if any) in response to the item as presented; (2) the planned communication (if any) implied in the response; and (3) the nature of the interaction involved in the decision making or problem solving process called for by the original item as presented. Using this scheme, items are scored on at least, two, and sometimes all three levels, depending on the complexity of the response, and relevant data is yielded by looking at the relative use of the ten types of interactions on each of the three levels.

It must also be noted that most responses will fall into more than one category. For example, a planned conference with the Director of Pupil Personnel is scored as dyadic, multi-disciplinary, horizontal and inter-departmental. A planned case conference with a special education teacher, her principal and the school psychologist is scored as team, multi-disciplinary, horizontal, vertical, intra-departmental and inter-departmental. A letter to a psychologist in a neighboring school district is dyadic, multi-disciplinary, vertical and extra-organizational. By computing a total accumulation of times each category is used, a frequency distribution and a percentage of emphasis distribution can be determined for each of the three levels of interaction separately and for all levels combined. This data can be examined on the basis of each subject, across all items of the SEATS Game, as well as on the basis of each item in the Game, across all subjects. Examination of the means and variances of these measures as a function of intersubject variability (e.g. demographic factors such as experience, previous training, personality) should provide useful information about idiographic factors in the performance of the job. Similar examination of measures as a function of task variability (e.g. tasks falling in the ET cell as contrasted with those falling in the PH cell) should provide useful information about role expectations or nomothetic factors.

For the purpose of this project, the objective was to explore the feasibility of such a system of analysis on data from two pilot groups, recognizing that the number of subjects would be limited, as would the number of variables examined.

An equally important aspect of evaluating the worth of the SEATS Game entails an independent assessment of behavioral change as a function of exposure to the materials in a course or training workshop. To pursue this objective, a test instrument to be used on a pre-post basis was constructed following a simulated written communication format. Using a different name of locality, district, persons, etc. from that in the SEATS Game, four written communications are addressed to a Director of Special Education. Coming from a subordinate (teacher), superordinate (superintendent) and extra-organizational persons (two parents in different relationships to the director) these communications pose a variety of problems to be handled. A series of possible alternatives for handling each of the problems is presented, with the subject required to indicate his degree of agreement or preference for each alternative by checking a one-to-five Likert type scale of response.

A number of experimental editions of this instrument were prepared and revised after usage with various groups of graduate students in classes and with individuals in the field. Refinement of the questions to reduce ambiguity and to quantify an accurate expression of choice preference was a major difficulty. The final result consisted of forty-four questions, the answers to which were expected to yield a measure of emphasis on each of the ten interaction dimensions described above. Again, the score on many of the forty-four would be expected to contribute to the total value of more than one interaction dimension. For example, some but not all of the questions contributing to the "Horizontal" dimension would also contribute to the "Multi-disciplinary" dimension. The ten scales, derived purely on the basis of face validity, yield a score based on the average strength of preference expressed on the questions comprising that scale. The number of contributing questions per scale ranges from a minimum of two to a maximum of eighteen.

Two alternate forms of the instrument, finally entitled the "Central City Choice Test," were prepared, consisting of problems and communications believed to be parallel and responses choices which, from superficial observation at least, were identical. The objective of the two forms was to provide a pre and post test that would not repeat the same problem but would assess the same dimensions of behavioral alternatives.

The finished editions (Forms X and Y) which appear in Appendix H were administered to subjects participating in both of the workshops utilizing the SEATS Game as described above. Twenty-one subjects in the major two-week workshop involving all aspects of special education, and ten subjects in the workshop on emotionally disturbed using the abbreviated SEATS were given Form X at the beginning and Form Y at the close of the sessions. In order to assess both practice effect and interform comparability, two other groups, consisting of other summer school graduate students in special education were used. The method of testing illustrated in Table 6 was designed to yield an indication of differences between the two forms, the effect of experience with one form on the response to the alternate form, and any additional effects of the workshop participation upon change from the first form (X) to the second (Y).

TABLE 6

DESIGN FOR PRE AND POST TESTING
WITH THE CENTRAL CITY
CHOICE TEST

	Pre-Test	Intervention	Post-Test
Group E_1	Form X	Adm. Workshop (9 days)	Form Y
Group E_2	Form X	Adm. Workshop (3 days)	Form Y
Group C_1	Form X	Spec. Ed. Class	Form Y
Group C_2	Form Y	Spec. Ed. Class	--

By computing a multiple regression analysis between Form X and Form Y an indication of the comparability of the two forms could be gained, and by testing the magnitude of change in scores in both the experimental and control group with a "t test for correlated measures" an indication of the effect of the intervening workshop would be revealed.

One additional vehicle for assessing the value of the SEATS Game was developed in the form of an Opinionnaire to be completed by subjects at the close of an institute or course using the materials. Though limited in scope to highly subjective data, i.e. the way the participants felt about the activity rather than any facts as to influence on behavior, the use of such an instrument could be expected to provide guidelines as to certain questions such as time allotments to each aspects of the program, the degree of realism provided by the materials, the instructional approaches used in conjunction with the materials, etc. A copy of the form used is included in Appendix I.

The Subjects

The population samples utilized for pilot testing the SEATS Game and its accompanying Central City Choice Test consisted of four groups. Two experimental groups were exposed to part or all of the SEATS Game and to both forms of the CCC Test. The control groups were exposed only to the CCC Tests, one group taking both forms, in the same sequence and a similar interval as the experimental groups, while the other control group received only the second (Form Y) test of the usual sequence.

While an attempt at matching groups was not considered vital to the purposes of the testing, the groups were selected so as to insure some commonality of background. All subjects were enrolled in summer school graduate courses in special education at Syracuse University. Eligibility requirements for enrollment in the two workshops insured that members of the control groups would be persons involved or about to become involved in supervision or administration of a program in special education and, therefore, having previous experience and training either as special education teachers or general education administrators, but not necessarily as both. Subjects comprising the control groups were enrolled in a practicum in education of the retarded child (C_1) or in a course in the education of emotionally disturbed children (C_2), and as such, all had previous experience and training in either special or general education, but not necessarily in both.

Demographic data collected on all subjects, by a Personal Data Form (Appendix H) as revealed in Tables 7 and 8 illustrates the extent to which the groups were similar in teaching experience.

TABLE 7

YEARS OF EXPERIENCE IN GENERAL CLASSROOM TEACHING
DISTRIBUTION OF SUBJECTS, BY GROUPS

Group	E_1	C_1	E_2	C_2
Years Experience				
0	3	0	0	4
1 - 4	6	5	3	4
5 - 9	4	1	4	0
over 9	8	4	3	2

TABLE 8

YEARS OF EXPERIENCE IN SPECIAL EDUCATION TEACHING DISTRIBUTION OF SUBJECTS, BY GROUPS

Group	E_1	C_1	E_2	C_2
Years Experience				
0	5	1	7	4
1 - 4	5	9	1	5
5 - 9	9	0	1	1
over 9	2	0	1	0

It is evident by inspection that the two experimental groups were not greatly dissimilar from the first control group in terms of general classroom teaching (Table 7), but that the concentration of C_1 subjects in the category indicating a short experience of special education teaching (Table 8) caused that group to be quite different on that dimension. While the persons showing high experience in special education were generally those who had low experience in general classroom teaching, and vice-versa, there were some subjects in each experimental group who had assumed administrative positions with little or no teaching experience, but with experience as school psychologists. The small number of subjects falling within each category prohibits the valid use of any conventional statistical tests of group similarity. However, if the data in the above tables are grouped into two categories, low experience (0-4 years) and high experience (5+ years) a Chi square test can be applied, for two groups at a time using a 2 by 2 contingency table. This procedure applied to the tabular data above yielded Chi square levels that give no reason to doubt the similarity between any of the groups in terms of general classroom teaching experience, but clearly indicates dissimilarity in special education teaching experience, between the E_1 and C_1 groups. Differences between other pairs were not significant at the .05 level.

Data on administrative experience, displayed in Tables 9 and 10, illustrates the preponderance of inexperienced persons, as would be expected. A few members of each experimental group, however, had accumulated five or more years experience in either general or special education administration.

Employing a Chi square test in the same manner to differences between groups in terms of administrative experience (Tables 9 and 10) reveals no significant differences at the .05 level. The greatest difference was found between the E_2 and control groups, (χ^2 = 3.53) on experience in general administration, but this value does not quite reach the .05 level.

TABLE 9

YEARS OF EXPERIENCE IN GENERAL EDUCATIONAL ADMINISTRATION DISTRIBUTION OF SUBJECTS, BY GROUPS

Group	E_1	C_1	E_2	C_2
Years Experience				
0	17	8	3	9
1 - 4	2	2	4	1
5 - 9	1	0	1	0
over 9	1	0	2	0

TABLE 10

YEARS OF EXPERIENCE IN SPECIAL EDUCATION ADMINISTRATION DISTRIBUTION OF SUBJECTS, BY GROUPS

Group	E_1	C_1	E_2	C_2
Years Experience				
0	12	8	5	9
1 - 4	7	2	5	1
5 - 9	2	0	0	0
over	0	0	0	0

Consideration was also given to factors of group similarity in terms of training. Since all subjects had a basic training background in education (though this was limited in the case of three school psychologists) attention was focused on more specialized training, in both educational administration and special education. The distribution of these variables is displayed in Tables 11 and 12.

The presence of a greater number of regular school administrators in the E_2 group is indicated in the higher level of training in that group, more clearly than had been apparent from the data on experience. Differences between the E_1 and the control groups were not apparent on that dimension. In order to test for significance the categories were again combined in order to make a low training (0-12 semester hours) and a high training (over 12 semester hours) dichotomy for a 2 by 2 contingency table. The resulting Chi square values clearly indicate the differences between the E_2 and all other groups (.01 level), and the lack of differences between the other groups.

TABLE 11

PROFESSIONAL TRAINING IN SCHOOL ADMINISTRATION DISTRIBUTION OF SUBJECTS, BY GROUPS

Group	E_1	C_1	E_2	C_2
Semester Hours				
0 - 3	13	10	4	7
4 - 12	5	0	0	3
13 - 21	3	0	0	0
22 - 30	0	0	0	0
over 30	0	0	6	0

TABLE 12

PROFESSIONAL TRAINING IN SPECIAL EDUCATION DISTRIBUTION OF SUBJECTS, BY GROUPS

Group	E_1	C_1	E_2	C_2
Semester Hours				
0 - 3	3	1	4	1
4 - 12	1	8	3	3
13 - 21	4	1	2	1
22 - 30	6	0	1	2
over 30	7	0	0	3

Much greater heterogeneity is evident in terms of training in special education. This is most striking in the greater training of the E_1 group (resulting in χ^2 values significant at the .01 level) although the difference between the two control groups was also significant. Only in the comparison between E_2 and C_1 were differences insignificant.

The relevance of the comparisons involving group C_2 lies only in the use that was made of that group for evaluating the degree to which the two forms of the Central City Choice

Test were parallel, as that group was exposed only to the Y form of the test. While the two control groups were reasonably well matched on all experience variables and on administrative training, the lack of similarity on special education training could introduce some doubt as to the comparability of the data issuing from the initial administration of the two test forms.

The comparisons between group C_1 and the experimental groups are relevant to the extent that the experience and training status of the different groups might differentially effect the measures of change from a pre-testing to a post-testing with the two forms of the test. It would be reasonable that some base-line of sophistication with educational problems would be required before the tests could be expected to be even meaningful. The groups were found to be reasonably similar in general teaching experience and in both general and special education administration experience. Whether these factors adequately offset the significant differences that existed in professional training in special education cannot be determined.

CHAPTER IV

RESULTS

The evaluation of the SEATS Game as a research and training instrument, carried out by pilot testing procedures described in Chapter III, yielded results which will be reported under five general topics: (1) measures of behavior change; (2) measures of performance; (3) effects of demographic factors; (4) relationship between tests and performance factors; (5) evaluation by opinionnaire. The results reported under these topics, will provide information as to the general utility of the materials, the adequacy of specific tests and scoring systems, and a test of the hypotheses underlying the formulation of the performance scoring system and the related tests.

Measures of Behavior Change

The Central City Choice (CCC) Test was developed in two alternate forms, to be used in a pre and post test design as a measure of behavior change as a function of a training experience. The responses of subjects to the tests may be analyzed item by item, or by groups of items which constitute a scale or category of behavioral choices which *a priori* appeared to assess each of the ten interpersonal relationship dimensions hypothesized as relevant to the special education administration role.

Since all items require a response from a one-to-five "strength of belief" choice, a score of three on each item or a mean score of 3.00 for any scale or for a total test would indicate a neutral position. Lower scores indicate stronger emphasis on the dimension being measured and higher scores (nearer 5.00) indicate less emphasis.

The first approach to comparison of the alternate forms of the CCC Test utilized a simple one-way analysis of variance between the results of control groups C_1 and C_2, responding to Form X and Form Y respectively, under initial exposure conditions in both cases. The mean scores for each scale and for the total tests are shown in Table 13. None of the differences in means reach significance at the .05 level, although there is a trend toward slightly higher scores on Form Y on eight of the ten scales. The effect is not as cumulative as might be anticipated since many of the items are used in two or more scales, leaving the means of the total tests nearly equal.

TABLE 13

MEAN SCORES ON CENTRAL CITY CHOICE TEST ON INITIAL ADMINISTRATION TO CONTROL GROUPS

Scale	Group C_1 Form X	Group C_2 Form Y	F(1,18)
Independent	3.50	2.84	2.79
Dyadic	2.57	2.84	1.29
Team	1.87	2.47	2.85
Intra-departmental	1.90	2.24	1.00
Inter-departmental	2.22	2.49	1.23
Extra-organizational	2.42	2.35	.11
Multi-disciplinary	2.19	2.38	.74
Instructional	2.46	2.63	.58
Horizontal	2.50	3.00	1.61
Vertical	2.36	2.66	1.86
Total Test	2.59	2.63	.05

Critical value, .05 level, F(1,18) =4.41

N = 20

The second approach to comparison of alternate forms utilized the test-retest of Group C_1 on Form X followed by Form Y with no training program intervening. Analysis of scores in this case could make use of correlation techniques to secure an indication of relationship between the forms by individual item, by the ten scales and on the total tests. In addition, a separate analysis of each of the four communications comprising the tests was possible to determine whether non-equivalence of content in individual letters was having an effect.

Analyses of each of the 44 test items revealed 11 items having negative or zero order correlations between Form X and Y. Removal of these items from inclusion in the makeup of the ten scales of interpersonal relationship dimensions resulted in correlations between the tests on the ten scales as indicated in Table 14. The remaining items have individual correlations ranging from .11 to .85. All items were included in computing the correlations between the tests as a whole and for each of the four individual communications.

TABLE 14

CORRELATION BETWEEN FORM X AND FORM Y, CCC TEST BY SCALES, TOTAL TESTS, AND SUB-TESTS

Scale	C_1	E_1	E_2
Independent	.39	.46	.72
Dyadic	.61	.29	.87
Team	.78	.29	.17
Intra-departmental	.58	.53	-.18
Inter-departmental	.68	.46	.20
Extra-organizational	.86	.64	.74
Multi-disciplinary	.68	.64	.78
Instructional	.52	.44	.75
Horizontal	.60	.60	.69
Vertical	.64	.39	.41
Total Test	.64	.58	.87
Communication #1	.75	.56	.80
Communication #2	.27	.12	.70
Communication #3	.25	.42	.70
Communication #4	.42	.49	.55

Table 14 also shows correlations for the two experimental groups. The major purpose of considering correlations in this respect was to establish whether sufficient interform reliability existed to allow use of the forms for measurement of change. Therefore, the results on the control group were considered of greatest relevance. The generally greater variability of correlation evident in Groups E_1 and E_2 may be an indication of the differential effects of the intervening treatment among the various scales, but it must be recognized that considering the small N, these coefficients are not reliable estimates of relationship.

Of greater interest in considering measurement of change is the analysis of mean scores from pre to post testing on the control group and the two experimental groups. Table 15 indicates the changes for each group, by scale, total test, and sub-tests. The "t" test for correlated measures was used to test the significance of difference in means.

TABLE 15

MEAN SCORES ON CENTRAL CITY CHOICE TEST ON PRE AND POST TESTING

Scale	Group C_1 N=10			Group E_1 N=21			Group E_2 N=10		
	Pre X	Post Y	_t_	Pre X	Post Y	_t_	Pre X	Post Y	_t_
Independent	3.50	3.10	1.33	3.27	3.69	2.42*	3.54	3.47	.35
Dyadic	2.57	2.72	.83	2.58	3.26	5.44**	2.62	2.80	3.16*
Team	1.87	2.05	1.25	1.58	1.95	2.31*	1.65	1.72	.47
Intra-departmental	1.90	1.83	.30	1.82	2.41	4.96**	2.16	2.03	.36
Inter-departmental	2.22	2.57	2.07	2.12	2.55	4.10**	2.05	2.20	.73
Extra-organizational	2.42	2.62	2.14	2.13	2.54	4.78**	2.18	2.68	3.40**
Multi-disciplinary	2.19	2.94	5.45**	2.02	2.71	6.17**	2.11	2.62	4.47**
Instructional	2.46	2.58	.66	2.37	2.82	4.66**	2.40	2.66	2.16
Horizontal	2.50	2.65	.52	2.69	3.00	1.98	2.10	2.35	1.17
Vertical	2.36	2.77	2.33*	2.35	2.97	5.29**	2.46	2.66	1.15
Total Test	2.59	2.70	.84	2.47	2.84	5.32**	2.50	2.75	3.65**
Part 1	2.42	2.68	2.46*	2.11	2.45	3.64**	2.17	2.48	2.65*
Part 2	2.79	2.75	.18	2.70	3.17	3.99**	2.71	3.21	3.92**
Part 3	3.12	3.05	.35	3.26	3.32	.73	3.32	3.30	.04
Part 4	2.42	2.47	.22	2.43	2.98	3.14**	2.45	2.52	.42

*Significant at .05 level
**Significant at .01 level

It is evident from the tabular data that both experimental groups registered significant change between pre and post testing, as compared with the control group. Two of the scales and one part of the tests yielded significant differences in mean scores for the control group, while nine scales, the total test, and three of the sub-tests showed significant differences for the experimental group (E_1) having the greatest exposure to the training materials. The other experimental group (E_2) which had much less exposure to the training materials registered significant differences on only three scales, in spite of a significant difference at the .01 level on the test as a whole.

The direction of change from pre to post testing is of particular interest, since the predominant shift with all groups was toward a middle (3.00) position, away from extreme choices. Since most initial scores were on the lower side, in the range from 2.00 to 3.00, thus indicating stronger agreement or emphasis on the dimension being measured, most changes upon post testing were in the positive direction. For Group C_1 nine of the ten scale scores changed toward the middle, though only two were significant. For group E_1 all changes were in the positive direction, toward a middle choice, and for Group E_2 nine out of ten scores changed toward the middle. Incidentally, the scales showing negative direction change were the same for Groups C_1 and E_2, Independent and Intradepartmental.

The direction of change, in the case of those that were significant, was contrary to expectations based on hypotheses regarding the nature of the special education administration role and the intent of the training materials. It was anticipated that certain scales (Team, Inter-departmental, Extra-organizational, Multi-disciplinary, and Horizontal) would receive stronger emphasis as the result of training while other scales (Independent, Intra-departmental, Instructional, and Vertical) would receive reduced emphasis. The finding that changes did not follow this pattern suggests that other factors were of greater significance than the interpersonal relationship dimensions per se. Consideration of these factors will be discussed in Chapter V.

Measures of Performance

All responses of subjects to the simulated task situations presented in the two experimental workshops were available for analysis, either on recorded tape or in writing.

The problems presented by telephone call input, involving a one-to-one conversation between the subject playing the part of Lee Blank and the acting "antagonist" were studied by two independent raters and were scored in terms of the ten interpersonal relationship categories. The responses to written situations, consisting of actual memos to self and to others, rough drafts of letters to be written, outlines of speeches to be delivered, as well as a summary of all actions which each subject completed as he worked and recorded on a "Reaction Form", were also analyzed by two independent raters and scored under the same rules. The guidelines for scoring (included in Appendix D) were gradually improved during the scoring of the first experimental group's responses (E_1) as unforeseen ambiguities were encountered, but the final statement of rules are believed to be accurate reflections of the basic meaning of each category as used throughout the entire scoring process.

The scoring was carried out by seven different raters (the project director and six research assistants) who were nominally familiar with the SEATS Game and the basis for the scoring categories. Training was given by the project director and one principal research assistant to the others. Since the activities of the SEATS Game are divided into separate packets, raters were assigned to the scoring of one packet at a time and the determination of inter-rater reliability was computed by a correlation between the frequency of responses falling in each scoring category as assigned by alternate raters.

The assignment of individual raters to each packet and the resulting correlation co-efficient between raters, on each level of scoring, is illustrated in Table 16.

TABLE 16

INTER-RATER RELIABILITY IN SCORING OF RESPONSES
BY RATER AND SCORING LEVEL

Experimental Group	E_1	E_1	E_1	E_1	E_2	E_2
Packet	B	C	D	E	C	D
Raters	1-2	1-3	1-4	1-5	6-7	6-7
Level CC"r"	.98	.82	.96	98	.88	.92
Level CP "r"	.91	.89	.90	.96	.89	.86
Level PS "r"	.89	.93	.82	.93	.81	.90

It is apparent that the highest correlations in general occurred between rater #1 and rater #5, who were the principal research assistant and the project director, respectively. This would be anticipated, due to the amount of time spent working together on the scoring system before applying it. The reliability between raters having only minimal training appears adequate for the purposes for which the scoring is intended.

During the scoring activity, a problem which seemed to recur frequently was the discrimination between levels for scoring, particularly the determination of whether an action should be classified as CC (communications completed) or C (communications planned). There appeared to be less doubt about scoring decisions on the PS (problem solving) level. However, in terms of rater reliability, there would appear to be little difference in degree of agreement between levels.

Group E_2, having a much reduced total involvement with the SEATS Game as compared to Group E_1, had much fewer items available for scoring. They were not involved in Packets B and E, and received only those items in Packets C and D that pertained to programming for emotionally disturbed. Therefore, a lower correlation would be expected regardless of the competency of the raters.

Given an adequate scoring system, an analysis of subjects' performance was desired, in terms of relative emphasis given to each category of interpersonal relationship over all parts of the SEATS Game with which each subject was involved. For this purpose a total cumulative use of each category on all packets was computed. Relative emphasis was then determined by computing the percentage of use for each category out of the total possible use allowed by the mode of task input and the nature of response offered. This system does not take into account the tasks omitted nor responses which for any reason are unscorable.

As the rules for scoring indicate, all scorable responses fall under either Independent, Dyadic or Team, making the total of these categories always 100%. Likewise all scorable responses are either Intra-departmental, Inter-departmental or Extra-organizational, so that these dimensions also contain varying proportions of the total. While certain interrelationship dimensions are neither Instructional nor Multi-disciplinary (those involving parents, business departments, secretaries, etc.) the proportion of those response in each category was taken as a percentage of all scorable in the two together. In a similar manner, only those responses scored as Intra-departmental and Inter-departmental were considered when scoring the Horizontal versus the Vertical, since Extra-organizational relationships are seen as neither Horizontal nor Vertical, but the distribution of emphasis between these two categories was again computed as parts of a total 100%. The mean percentage of emphasis given to each category, broken down by experimental group is indicated for each interaction level in Table 17. Responses to telephone call task input are considered separately from written input, due to the constant nature of the CC (communications completed) level on the telephone calls, causing that level to be irrelevant.

TABLE 17.

MEAN PERCENTAGE OF EMPHASIS OF INTERPERSONAL RELATIONSHIP CATEGORIES BY INPUT MODE, EXPERIMENTAL GROUP AND INTERACTION LEVEL

	Written Mode						Telephone Mode	
Group	E_1			E_2			E_1	
Level	CC	CP	PS	CC	CP	PS	CP	PS
Indep.	0	0	34	7	3	12	0	9
Dyadic	99	70	41	91	66	58	90	83
Team	0	29	25	2	31	30	10	8
Intra.	39	41	45	13	19	16	27	22
Inter.	43	40	49	64	60	58	42	62
Extra.	18	19	6	23	21	26	31	16
Multi.	24	29	36	24	20	20	27	26
Inst.	76	70	64	76	80	80	73	74
Horiz.	30	30	33	42	43	38	44	60
Vert.	70	70	67	58	57	62	56	40

Inspection of Table 17 reveals similarity of emphasis between groups and between the two input modes in some interpersonal relationship categories, but some striking differences in others. The nature of the problems posed by the telephone calls, which were relatively fewer in number than the written items, might be enough to account for the differences that do appear. The differences between the two experimental groups on the written items, while possibly also accountable to the more restricted items handled by Group E_2, are particularly evident on the PS (problem solving) level and across all levels within the Intra-departmental, Inter-departmental and Extra-organizational dimensions.

While the differences between groups are not of interest in themselves, they suggest the possibility of differences in performance that might exist as a function of such demographic variables as experiential and training background of the subjects comprising each of the groups.

Effects of Demographic Factors

The assumption that administrative behavior, as manifested in both the choices made on the tests and the performance in response to the simulation games, might be a function of previous training and experiential background led logically to an analysis of both these sources of data, broken down along a demographic dimension. In the observation reported above it was also clear that a large variance within each group existed on both sources of data, which also suggested the possibility that an analysis on such dimensions might be fruitful.

In Chapter III (Tables 7 through 12) it was illustrated that both experimental groups could be dichotomized on the basis of both experience and training in both special education and educational administration. Using this information available on each subject, it was possible to construct criteria for classifying subjects as either high or low on the dimension of sophistication with special education, as well as either high or low in sophistication with educational administration.

In the case of special education, the score on the Personal Data Forms (Appendix H) for items 73 (Total graduate and undergraduate semester hours in special education), 78 (Professional experience in special education teaching), and 79 (Professional experience in special education supervision or administration) were totaled for each subject. For the twenty-one subjects in Group E_1, the six subjects with highest scores and the six with lowest scores were identified and designated as High Special Education and Low Special Education respectively. It was thus possible for the identification as High to come from varying combinations of factors, but both experience and training entered into the criteria.

In the same manner, criteria for identification as High Administration or Low Administration depended upon scores on items 74 (Total graduate and undergraduate semester hours in educational administration), 77 (Professional experience in general school supervision or administration) and 79 (Professional experience in special education supervision or administration). Again, the six subjects with highest scores and six with lowest were identified, leaving nine subjects in the middle identified as neither High nor Low.

In the case of Group E_2, with only ten subjects involved, a similar procedure identified the four highest and four lowest scores, leaving only two in an intermediate position. Although there was much less separation between the High and Low subjects in this group in terms of subjects omitted, the combination of experiential and training factors on these particular subjects happens to cumulate in such a way that the two groups of four subjects in each case were rather clearly dichotomized.

Data on the groups of subjects formed by this procedure was analyzed to determine whether significant differences in means existed. Measures on both the pre and post testing with the CCC Test and performance measures in terms of emphasis given to each interpersonal relationship category during the response to tasks were treated by one-way analysis of variance, to test for differences existing as a function of High versus Low Special Education and High versus Low Administration.

The results in general indicated an absence of significant differences. Within Group E_1 only one difference (.05 level) was found on the pre test, (between High and Low Administration on the Instructional score) and no differences were found on the post testing. The performance measures were analyzed separately for phone call and written items and for each of the relevant interaction levels (CC, CP and PS making a total of fifty variables on which differences in mean scores could be tested. In Group E_1 differences at the .05 level were found on only two variables, (Multi-disciplinary and Instructional for telephone call items scored for CP interaction) between High and Low Administration, and no differences between High and Low Special Education. Out of that many variables, such findings cannot be considered to be more than chance.

A slightly greater number of differences were found in Group E_2 on the CCC Test results. On the pre test, High Special Education versus Low Special Education was significant on the Inter-departmental score. On the post test High Special Education differed from Low Special Education on the Independent score and High Administration differed from Low Administration on the Horizontal score. On the performance categories two variables were significant on written items (High Special Education versus Low Special Education on Extra-organizational at CC, and High Administration versus Low Administration on Intra-departmental at PS) and none were significant on telephone items. Again, these results must be attributed largely to chance.

The Relationship of Test to Performance Factors

Since both the CCC Test and the category system for scoring performance in responding to the simulated tasks were based on hypothetical interpersonal relationship attributes of the role requirements in administration of special education, it is necessary to attempt to determine whether the test scales designed to reveal an emphasis on a particular dimension (e.g. Team) and the performance scoring category bearing the same name are in fact assessing the same attribute.

To accomplish this, correlations were computed using all experimental subjects between the post test (Form Y) scale scores and all possible variables dealing with the hypothetically equivalent categories within the performance measures. Written and telephoned items were considered separately as was each interaction level.

The results revealed that out of eighty correlations computed, only nine were above .30 and thirty-three were actually negative. It is thus clear that either the test behavior and simulation game behavior are not related or the instruments assessing each were failing to get at the intended attributes. The resulting correlations are shown in Table 18.

TABLE 18

CORRELATION BETWEEN CCC TEST VARIABLES AND SEATS GAME RESPONSE CATEGORIES, BY INPUT MODE, EXPERIMENTAL GROUP AND INTERACTION LEVEL

	Written Mode						Telephone Mode	
Group	E_1			E_2			E_1	
Level	CC	CP	PS	CC	CP	PS	CP	PS
Independent	.01	.11	-.24	.17	.18	-.40	--	.12
Dyadic	.01	.22	.21	-.13	-.09	.24	.18	-.02
Team	.20	.28	.33	.43	-.11	.39	-.17	.01
Intra-departmental	-.10	-.21	-.23	.00	-.36	.38	.00	-.05
Inter-departmental	.00	.05	.08	.29	.28	.25	-.28	.35
Extra-organizational	.03	-.05	-.41	-.04	.05	-.16	.12	-.15
Multi-disciplinary	-.23	.21	.25	.39	.54	.08	-.24	.22
Instructional	-.02	-.14	-.09	-.37	-.70	-.59	-.03	-.23
Horizontal	.25	.28	.06	-.35	-.33	-.28	.12	.18
Vertical	-.06	-.12	-.19	.45	.56	.08	.21	.21

Evaluation by Opinionnaire

The opinionnaire form prepared to assess more subjective impressions of the SEATS Game and the overall training workshop was used only with the major training session (E_1) since other training activities were of greater consequence with the second workshop. The questionnaire (Appendix I) completed by subjects anonymously, consisted of fifteen items, ten of which pertain specifically to the simulation approach, with the remaining ones dealing with more general aspects of the workshop. The response frequency for each item is indicated in the left margin of the sample form in the Appendix, but a summary of these responses would indicate that almost all the participants felt that the use of the SEATS Game had been a highly appropriate and valuable approach. Most felt that the "In-basket" items were outstandingly or fairly realistic, and that the proportion of emphasis on simulation within the workshop had been about right. There was a feeling that greater time could have been spent on follow-up discussion of the simulation activities, but that the distribution among the various activities comprising the SEATS Game was appropriate. There was an expression that more emphasis on role-playing and oral communication situations would have been somewhat desirable, as would more time to devote to study of background material prior to attempts at problem solving. Most felt that the classroom observation films, role playing and the telephone calls had been valuable and a realistic or very realistic experience, and the minority who considered these situations somewhat unrealistic still attested to their value within the framework of training. There was unanimous agreement that the overall value of the workshop would be described as extremely worthwhile. Responses to the open-ended item 16 were highly lauditory, reflecting the other opinionnaire items, and suggesting ways of securing more time to go into greater depth on some aspects of the total experience.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The objectives of this project, as stated in the introduction to this report, were limited to the developmental phase of what might be a longer range study of administrative behavior in the area of special education. Specifically, the objectives were as follows:

1. To produce materials that might be useful in both research on and training for the role of the administrator of special education.
2. To develop a system for quantitative analysis of performance by participants in response to the materials, according to a theoretical construct regarding the role.
3. To develop an instrument for assessing change in behavioral choice over time as a function of exposure to a training program using the materials.
4. To test the materials in pilot training sessions and determine their subjective acceptability to persons preparing for the role.
5. To test the reliability of the scoring system and its efficiency in describing performance in simulated situations.
6. To test the reliability of the instrument designed to measure behavioral choice.

7. To test the validity of the instrument in terms of its relationship to performance as described within the theoretical construct regarding the role.

8. To test the influence of the materials, as measured by change in behavioral choices, on a limited sampling of subjects.

9. To test for inter-subject variability as a function of certain demographic variables, both on measures of behavioral choice and performance in the training sessions.

The results presented in the preceding chapter indicate the degree to which these objectives were met. That the first three objectives were accomplished is self evident in that the materials, samples of which are found in various appendices, were developed, produced and put to use under varying conditions in two slightly differing types of training workshops.

The desired flexibility of the materials, in terms of being amenable to subdivision for special purposes and for groups with particular interests, without losing the major advantages of the simulation method was adequately demonstrated. The capability of alternative modes of presentation and modes of recording responses was found to be of practical value, permitting usability under the variety of technical facilities and time allowances that may be available within typical training settings.

The enthusiastic response to the SEATS Game and to all activities of the training workshop developed around it was not unexpected. Reports of previous programs using similar materials and approaches have been strikingly supportive. Information from the Opinionnaire indicated that the features which were perceived of greatest value and most recommended for greater emphasis if possible, (group role-playing and live feedback situations such as the phone calls) were those which had been incorporated in the SEATS Game due to the findings in previous reports, but had been somewhat limited by time utilization factors for groups even as small as twenty subjects. According to the Opinionnaire, more time for feedback discussion of the situations presented in simulation was suggested, though no less time for coverage of existing and even enlarged content. While it was not included on the printed form, a request for an expression from the workshop participants as to an optimum time schedule for future sessions yielded the opinion that three weeks, rather than two, might have better allowed for inclusion of desired content and satisfactory discussion. The group was unanimous in their belief that the daily schedule had been satisfactory, and that six hours per day had not been too long, given the variety and flexibility of activities that were included.

The realism factor appeared from the Opinionnaire to be particularly important in using the materials as a preparation or even a substitute for an internship or other on-the-job training. Subjective evaluation of the tape recordings of the case conference committee activity and the supervisor-teacher conferences suggested that these activities were providing an anxiety producing but generally enjoyed opportunity to play a role in which communication and awareness of the other person were the key factors in coordination, mediation, and persuasion. The telephone calls, while not scored on dimensions other than the interpersonal relationships chosen for communication and problem solving, also appeared to contain material that demonstrated responsive behavior to a variety of types of pressures.

It was found that the actors playing the roles opposite Lee Blank in the various verbally face-to-face situations were forced to depart from the planned script frequently and that the guidelines were not of great help other than to provide a general mental set from which to operate. It was felt that this did not detract from the value of the interactions, however.

Fielding difficult problems coming from difficult people was seen by most subjects as a much needed and rarely available experience. One effect of this is perhaps best demonstrated by the comment one participant added to the back of the Opinionnaire form stating:

> I know I'm a good EMR teacher and because I've been asked by my Administration to help new teachers, I'm willing. I also know--this course helped me to make up my mind--I do not care to be a Lee Blank. However, I have gained insight into adminstration and the problems involved.

The objectives of the project concerned with analysis and measurement of behavior, while accomplished as planned, yielded results which failed to support the theoretical constructs about the special education administrator's role for which the scoring system and the behavioral choice test had been devised.

The reliability of the scoring system for the ten interpersonal relationship dimensions studied, and the manual of instructions for the use of the system, appear to be adequate. The inter-rater correlation coefficients ranging from .81 to .98 (Table 16) provide assurance that performance on these dimensions can be interpreted and classified with consistency. Whether additional dimensions could be handled with equivalent ease and consistency is of course undetermined, but there is no reason to expect greater difficulty.

The results with the instrument designed to measure behavioral choice left doubts as to the dependability of interpretations that can be made from the instrument. The alternate forms of the Central City Choice Test, while yielding means that were equivalent among the control groups and the pre-testing of the experimental groups, failed to show a comfortably high correlation when the same individuals were administered the two forms on a pre and post test basis. While the coefficient of correlation for the total tests ranged from .58 to .87 among the groups, (Table 14) some individual scales were quite variable and dropped as low as .39, even with the control group in which no intervening relevant instruction occurred that could explain the variation.

With the reservations that these correlation deficiencies impose, it is still of interest to consider the changes in mean scores that took place between pre and post testing in the various groups. It is clear from Table 15 that many more changes took place which were significant beyond the .01 level with the experimental subjects than with controls. The number of significant changes in Group E_2 as compared to E_1 gives further evidence that the degree of involvement with the SEATS Game was a factor in producing change in the CCC Test. Group E_1, having greatest involvement registered changes that were significant at the .01 level on eleven variables, plus two more that were significant at .05. Group E_2 registered four changes at the .01 level and two more at .05. The control group changed at the .01 level on only one variable and on two more at .05. While this is enough to support the contention that something happened as a function of the workshop experiences, the precise nature of the changes must be interpreted on a basis other than that anticipated when the test instrument was first developed. The obvious direction of the changes was toward less extreme beliefs as to the best procedure to follow in handling a problem. It would appear that while subjects had felt rather confident about the steps they would take to solve problems when first confronted with them in the pre-test, they were significantly less sure on the post test and tended to retreat to a more guarded position, demonstrating less faith in quick solutions.

Further support for this interpretation was noted, too late to measure objectively, when the subjects were taking the post test. No time limit had been placed on the test administration during either pre or post testing, but to the workshop director and staff it appeared that subjects were taking much longer to fill out the post test forms. Since the format on the two tests is identical, with practice it should take less time to respond to the second administration. While this variable was not anticipated, and therefore accurate timing was not done, the impression on the part of the staff was sufficient that after all subjects were finished, they were asked if they thought they had taken more or less time to respond to the post test. The overwhelming response was that they had taken more time, since they had learned, through the SEATS Game, to look at more sides of each issue and to consider the many implications of whatever steps they might take.

Further evidence is provided by the fact that significant changes, in the same direction, occurred on scales which by the logic on which the scales were devised should have been in opposing directions. For example, it was intended that the Multi-disciplinary and Instructional scales would work somewhat in opposition in terms of the CCC Test, because if items which contributed to one scale were supported with a strong response, items contributing to the other should be given a correspondingly weak response. The procedure on the scaling, however, did not force the responses to be balanced this way and, therefore, permitted strengths of belief on each scale to be independent of all other scales. The effect of greater caution or over-all conservatism in responding, therefore, caused scores of both members of a pair of supposedly opposing scales to shift in the same direction.

This factor also has a bearing on the findings regarding the relationship between the test instrument and the measures of performance. The ten scales extracted from the test produce a score for each of the interaction dimensions that is independent from the score on the opposite scale. It would be possible, though logically unlikely, for a subject to indicate strong preference for both the Multi-disciplinary and Instructional dimensions merely by judging any and all possible avenues of communication as extremely important in problem solving. By contrast, the method of recording emphasis among the interaction dimensions from the data provided by the performance scoring system was based on a relative strength concept, so that the degree of emphasis on one scale automatically determined the emphasis on another.

The use of raw frequencies in each category instead of percentages would have possibly made the comparison to the CCC Test dimensions more meaningful, but would have precluded valid computation of inter-subject data and group means, due to the wide variation in total tasks attempted and over-all response frequency.

It must be concluded from the data presented in Table 18 that the two different attempts at assessing the interaction dimensions which were theoretically relevant did not, in fact, measure the same behavioral attributes. While it is not possible to determine with certainty from this information whether behavior in the testing situation might actually be inconsistent with performance in the simulation game, the interpretation of test inadequacy would appear to be the more likely.

The final objective of the project, to look for evidence of differential behavior as a function of previous background, was based on the hypothesis that sophistication with special education and with administration should cause subjects to behave differently in terms of the dimensions of interpersonal relationship thought to be essential to the role. The failure of significant differences between groups with high level of sophistication in either special education or administration versus those with low level of sophistication, as measured by either the tests of behavioral choice (CCC Test) or the performance scoring system, casts doubt on the relevance of those dimensions to functioning in the role. The few dimensions of interpersonal relationships in which statistically significant differences were detected cannot be interpreted as providing significant support for their relevance. Limitations in the size of the sample and the sensitivity of the instruments are rather obvious and must be considered as an alternative explanation for the lack of measurable differences. It is at least clear that if such behavioral differences do exist as a function of experience and training in these fields, they are not of large magnitude. It must be recognized that these samples actually contained no subjects who were specifically trained or possessed significant experience in administration of special education programs previous to the current training workshop. The criteria for high sophistication, therefore, had to be based largely on background in general school administration and special education teaching. It is quite possible that neither of these criteria, nor even the combination thereof, constitutes an equivalent basis for behavior to that of active administration of special education programs, the role toward which the efforts of this project were focused.

Recommendations

Suggestions for further efforts in pursuing the questions asked and the partial evidence found in this project fall into two general categories--extension and refinement of the simulation materials, and study and refinement of the measurement instruments.

It was apparent from the comments of participants that the person-to-person involvement in the telephone calls, group role-playing situations, and the simulated supervisor-teacher conference were features that could well be expanded upon and utilized to greater depth in future training sessions. This would call for mechanical arrangements to handle a greater number of small separate groups interacting simultaneously. While some benefits may be gained from relatively open-ended, free choice role-plays, the degree of programming which was utilized in the current project could profitably be extended to increase standardization of experience, control of related variables, and objectivity in analysis of performance. One example of such extension of the present materials would be to structure the provisions of the case conference committee meetings so that the decision making process could be manipulated by the introduction of selected additional data in the manner used in such devices as the Collective Negotiations in Education game (Horvat, 1967). In a similar way, a greater variety of interpersonal effects could be introduced for training purposes and analysis of behavior by more extensive programming of the teacher's reactions in the simulated supervisor-teacher conference. Increased programming of the telephone calls would have similar advantages.

Work on the existing measuring instruments would appear to call for a factor analysis of the CCC Tests to determine the presence of any factors other than those which were assumed to be built-in when the tests were developed. Manipulation of items in accordance with such analysis might be found to be fruitful in securing not only a better test instrument for measuring change along the present or additional dimensions but may suggest related categories on which behavior can be scored in both simulated experiences and actual jobs. In this regard, additional validation of the existing or improved instruments with a greater number and variety of subjects is needed. Particularly important to supplement the data found in the present study would be an examination of test behavior from persons with longer tenure in the types of roles toward which these materials are directed. Since formalized training programs are of very recent origin, the experience criteria would have to be the key factor in constituting professional identification as an administrator of special education.

Additional instruments and systems for analysis of behavior in both reality and simulated situations are also needed. While the ten category interpersonal relationship model was applicable to the written responses and the telephone conversations, an objective system for study of behavior in the classroom observations, the group role-play and the teacher-supervisor conferences was not attempted within the scope of the present project. The possibility of utilizing a system such as that developed by Blumberg (1967) or other adaptations of interaction analysis (Bales, 1950) should be explored, with the object of relating behaviors isolated by such techniques to existing or developing theoretical constructs about the special education administration role.

It is suggested that even in its present status, the SEATS Game can be used profitably, either totally or in abbreviated segments, as a precipitator of relevant behavior for research analysis and as a vehicle for training on a practical realism level. It is further suggested that individual users of the materials could successfully adapt and add to the materials in ways which would enhance their usefulness. The completion of this project represents only the first phase of what hopefully will become programmatic research and development in the administration of special education.

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APPENDIX A

CULTURAL INFLUENCES ON THE DEVELOPMENT OF SPECIAL EDUCATION IN THE DORMIT CENTRAL SCHOOLS

CULTURAL INFLUENCES ON THE DEVELOPMENT OF SPECIAL EDUCATION IN THE DORMIT CENTRAL SCHOOLS

by

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Introduction. Dormit, Lafayette, is a city of approximately 50,000 people. Centrally located within the state, it is within twenty miles from the center of Metropolis, a modern port boasting a population of half a million. Both cities are situated in the county of Jackson, with the larger serving as the county seat. Municipal county offices are housed in Metropolis in the new City-County Building recently constructed at a cost of over five millions, reflecting in part the growth of the areas which it serves. In Metropolis, too, are located various welfare agencies, service organizations, cultural centers, institutions of higher learning, and numerous recreational facilities which attest to the sensitivity of the citizenry to the vast areas of human endeavor in twentieth-century living.

Although the city of Dormit parallels in miniature the growth of its lively neighbor, a point of divergence is noted. The years following 1940 saw an increasing stream of both light and heavy industry arriving in Metropolis, initiating and sustaining a high level of economic activity. Seaport traffic increase is directly related to industrial expansion. Dormit, on the other hand, has become primarily a bedroom community whose residents work in the many and varied industries and other commercial enterprises in and around Metropolis.

Dormit may well be classified as a commercial center serving its growing residential area. Thirty-five per cent of its bread winners are employed in commercial activities. With all county offices and much of the giant industrial complex housed in Metropolis, Dormit assumes an air of suburbia.

The Population Story. Dormit has undergone a slow but consistent rate of growth since the turn of the century. The largest increase in population has occurred between the years 1950 and 1965. Comparing this increase with the National average, Dormit is found to be commensurate, population wise, with the average city of its size. The yearly growth rate since 1900 has been as follows:

Year	Population
1900	7,000
1910	8,000
1920	11,000
1930	14,000
1940	17,000
1950	25,000
1960	40,000
1965	50,000
1975	60,000

Although an official census for the area within the school district but outside the city is not available, reliable estimates place this population at nearly 30,000, most of which has come about since 1940.

Increased growth from 1950 can be attributed to two sources: (1) an increase in birth rate; (2) the rise of industry in Metropolis alluded to earlier. The projected figure can be reasonably predicted on the basis of Dormit's similarity in growth patterns in line with national trends. Although the purpose of this paper does not include the role to be played by mushrooming metropolitan areas in the foreseeable future, population trends might be of immediate concern regarding school plans. An alarming increase in the size of the entire population - from 180 million to a quarter of a billion by 1980 - will be reflected in the following areas regarding school needs. Elementary enrollments will swell some 40% above current figures. Dormit's current population in this age group, 8,000, will rise to some 11,000 pupils. On the secondary level, indications are that increases up to 80% might be expected. Dormit's present secondary pupils number 6,000; a projection points to an enrollment of 10,800 in this area. Proposed educational facilities must anticipate increased enrollments. Educational considerations must also be geared toward the awareness of characteristics of the emerging megalopolis (higher rates of growth in suburbs due to escapism from city living, social isolation, fragmented and uncoordinated governmental structure, inequitability in property assessments, and ineffectiveness due to deficiencies in citizens' control when governmental and educational responsibilities extend over complex areas).[1]

In Historical Perspective. The history of Dormit is somewhat brief, and, depending on one's point of view, not particularly exciting. The city was named in honor of Henry J. Doormit, an early Dutch settler, who became a wealthy landowner. There is no evidence as to how the extra "o" was dropped from the name, but a few details can be found in the archives concerning the life of Henry Doormit. Excerpts from his letters to various family members in his native land gives one some insight into his character and personality. He describes varying degrees of similarity regarding the topography of the region with that of his place of birth, which may have been instrumental in his decision to settle here. The preponderance of waterways meandering through vast expanses of flat arable lands "provide rich promise of abundant harvest," which more than offsets "the varagies of an unkind climate." Other difficulties were evidenced in the "evil perversities of the aborigines ... steadfastly refusing to accept the legalities of landownership ... by wanton trespass for destructive acts," and required resorting to "other than amicable gentlemanly discussion for redress of imagined grievance." His evaluation of the land "as the sole source of wealth, power and just proprietorship" is evident in the measures he was willing to take in order to rightfully "by law and good conscience" protect his growing empire. For Henry and his family prospered. The land, rich, fertile and productive, supplied the growing populace not merely sustenance but a sense of belonging. At times, the heady rise of the adjacent seaport with its "raucous, uncouth minions ... day laborers and sea-farers ... with no allegiance or bond to the wise, provident land" tended to jar the righteous complacency of the farming community. Metropolis was to be feared for their welfare was threatened by the emergent governing bodies, who with "rope and halter, whip and chains" sought to "stifle the rich promise of the land by unwholesome intrusion into the rightful enjoyment of their exacting and demanding labors" in order to meet the demands of taxes, military duties, and other civic requirements.

Notwithstanding Henry's dire predictions regarding the growing seaport in his locale, the fortunes of the community were in great measure bound with that of the growth of the noisy neighbor to the north. Doormit's name, as well as his proclivities, have been prophetically appropriate in recent years due to the ultimate maturing of the area as a bedroom community. Industry was to develop nearby and only dwellings were to mar the fertility and availability of the soil.

Other groups were to be impressed as was Henry J. Doormit with the promise the region held. National origin in terms of ethnic immigration follows a somewhat regular pattern, comparable to midwestern and eastern cities of its size. The Dutch were the first to arrive in the early 1800's, followed by Italian and Irish immigrants in 1815 to 1900. Perhaps 15% of the population are of Dutch extraction, approximately 25% Italian, 25% Irish, 15% English, 5% Negro, 5% Jewish, and 10% unclassified. The largest religious group is reportedly Roman Catholic, followed by Protestants and Jews respectively.

Socio-Economic and Education Levels. Socio-economic stratification in Dormit is roughly defined in terms of area or one's distance from the railroad tracks. The western area of Dormit is composed primarily of middle class and upper middle class residents. Adams, the oldest building still in use in Dormit, is located in the center of the district and marks the dividing point between the east and the west. As one would suspect, the largest number of academically superior students live in the western part of the community. Going to college offers a flexible degree of social mobility; therefore, achieving academically in order to "get ahead" is commonly stressed in the home. Activity and friendship groupings are determined largely by interests and religious affiliation rather than by neighborhoods.

The recent immigrants and Negroes are located primarily in the older eastern section of the city. Incidentally, this section was at one time the middle class residential area, located near the "downtown" commercial center. In the late 1940's the higher socio-economic population began a definite pattern of emigration to the western area. The homes in most of the eastern section are old but unusually well kept. There is a sub area of this section, close to the tracks, estimated as "lower-lower" income people, living in housing that has been allowed to deteriorate.

Community Power Structure. When one considers how things are accomplished in a community, immediately the leadership patterns and power structure enter the picture.

As the people of Dormit tend to group according to interests and religious affiliation, leadership patterns are likewise separate.

Politically speaking, the area included in the school district, as well as recent annexations, is predominantly Republican. The Democrats draw their followers from the south-eastern section and the rural outlying district.

Most interviewees named the Mayor, Bank President, School Board Members, and the Superintendent of Schools in this order as being the top influentials who govern decision-making policies of the city. Along with the above people were mentioned the various women's organizations recognized as being highly influential: The League of Women Voters, The Women's Club, the women-dominated PTA, and Association for Retarded Children. With a substantial fraction of homes made up of commuting husbands who earn enough to relieve their wives of any need for working, the participation in various social and at least quasi-political activities is inevitable.

Because it has always been a community with relatively few pressing internal problems, and because it has enjoyed a moderately high socio-economic status, Dormit is somewhat sensitive to change.

History of School District Enrollment and Buildings

The oldest school building still in use was built in 1910. Prior to that time, several structures had been built as schools but, with new construction techniques and increasing population and financial resources, these older buildings were phased out of use. Adams was originally K-8, and remained so until 1937, at which time Sherman Junior High was constructed.

As was indicated earlier, there was a spurt in growth from 1950 on, due primarily to suburbanization. This involved annexation of additional area within city limits, giving rise to many new housing developments in the southwestern portion of the city. Dormit's school district also annexed additional area outside the city from 1940 to 1960, taking in a total of five "one-room" school districts which had existed since the turn of the century.

Within the older section of the city Jefferson, Madison, and Jackson schools are located. The railroad tracks constitute the eastern boundary of the school district. A small shoe factory and the largest percentage of lower class housing is in this section. Some urban renewal project housing developments have been underway around Jackson School. It was this area that housed the original Irish immigrant settlement. It now houses the greatest concentration of Negro families. The enrollment in these three schools average about 40% Negro, with the remaining elementary schools ranging from 10% down to very few Negroes if any.

The western and southern parts of the district were small farming areas until approximately 1950, when subdivision and housing developments began. The north-western corner is still primarily agricultural; dairy farms, orchards, etc.

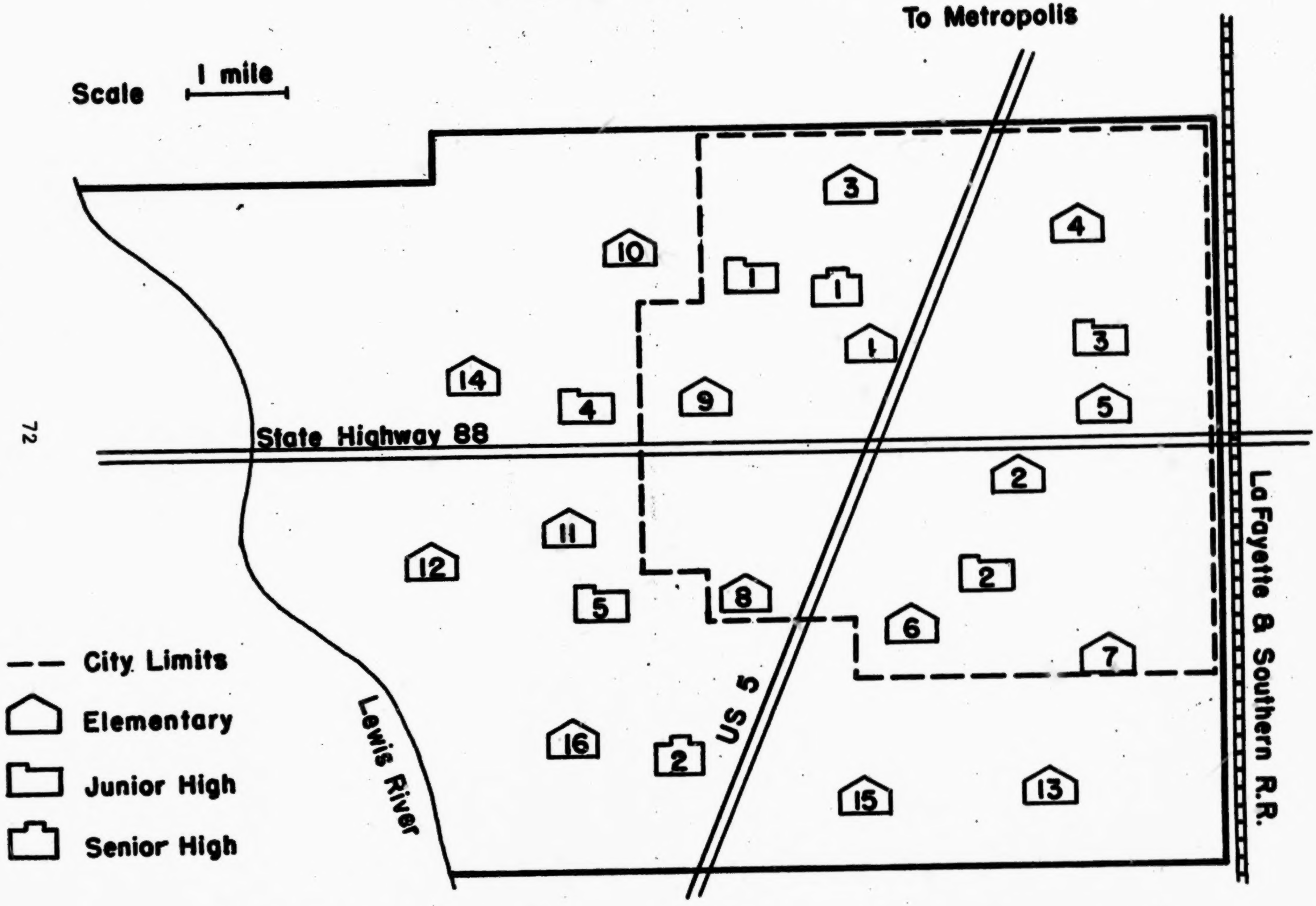
The comparison of school enrollment with the Dormit city population growth reveals the effect of growth in the unincorporated parts of the district. Population figures outside the city are not available, but the effect became significant after 1940 and increasingly so since 1950. From 1910 to 1937 the school district operated under the grades 1-8, elementary and 9-12, secondary. In 1937 the junior high or intermediate concept was employed on a K-6, elementary; 7-9, junior high; and 10-12, high school basis. The increase in school enrollment between the years 1910 and 1965 are as follows:

Year	Grades 1-8		Grades 9-12	Total
1910	1500		300	1800
1920	1800		400	2200
1930	2200		600	2800
	K-6	7-9	10-12	
1940	2400	800	600	3800
1950	3900	1400	1100	6400
1960	5500	2400	1800	9700
1965	8000	3550	2450	14000

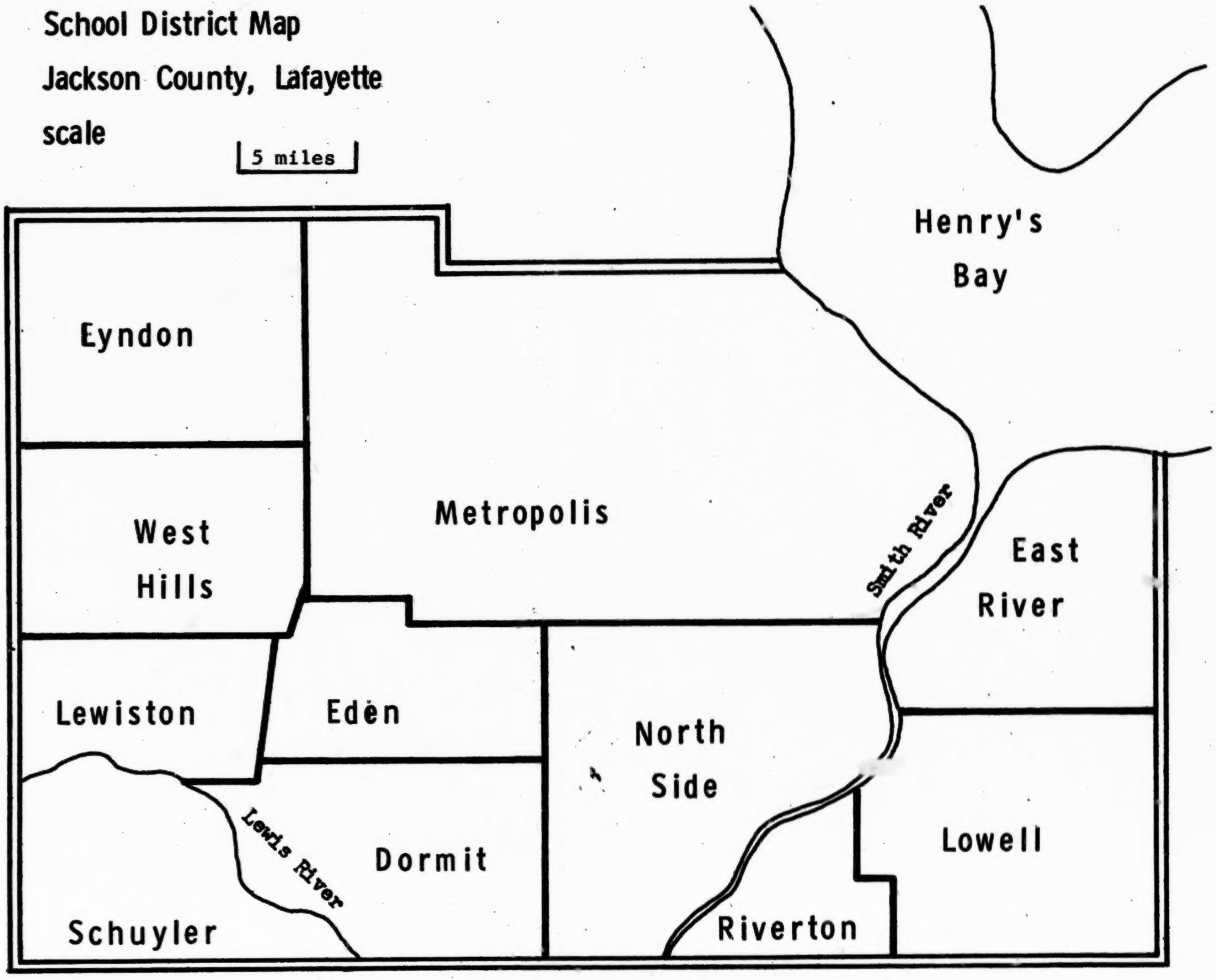
The growth of the school system in Dormit from another point of view is illustrated by a chronological listing of construction of the various buildings, and major additions thereto. An impression of the geographical direction of growth can be gained by referring to the school district map that follows.

Map Number	School Name	Year Completed	Major Additions	Current Enrollment
E1	Adams	1910	1920 & 1933	350
E2	Jackson	1914	1925 & 1937	420
S1	North High	1916	1924 & 1949	1500
E3	Washington	1918		450
E4	Jefferson	1920	1939	550
E5	Madison	1925	1947	500
E6	Monroe	1927	1949	480
E7	Harrison	1929		500
J1	Sherman Jr. High	1937	1961	800
J2	McClellan Jr. High	1939		700
E8	Cleveland	1948	1958	650
E9	Lincoln	1950	1959	580
J3	Pershing Jr. High	1950		750
E10	Roosevelt	1955		620
E11	Harding	1956	1964	680
J4	Eisenhower Jr. High	1959		650
S2	South High	1960		950
E12	McKinley	1961		620
E13	Wilson	1962		540
E14	Grant	1963		460
J5	McArthur Jr. High	1963		650
E15	Truman	1965		320
E16	Kennedy	1965		280

DORMIT SCHOOL DISTRICT


To Metropolis
Scale
1 mile
State Highway 88
US 5
Lewis River
LaFayette & Southern R.R.
City Limits
Elementary
Junior High
Senior High
3
4
10
1
1
1
3
14
4
9
5
2
11
12
8
2
5
6
7
16
2
15
13

School District Map
Jackson County, Lafayette
scale


5 miles
Henry's Bay
Eyndon
West Hills
Metropolis
Smith River
East River
Lewiston
Eden
North Side
Lowell
Dormit
Lewis River
Schuyler
Riverton

Summary of enrollment:

Elementary Schools (K-6)	8000
Junior High Schools (7-8-9)	3550
Senior High Schools (10-11-12)	2450

History of Special Education Development. In 1937, an "opportunity class" was established in Adams School. The concept of equality of education as purported in the term "opportunity" operated quite to the contrary. Children with any type of learning problem were placed there. Consequently, instead of having a homogeneous group of children with apparently slow intellectual development, the rooms became "catch-alls" for children with multiple handicaps, as well as the disturbing children whom the teacher wished to rid herself of. This policy was maintained and expanded to three classes by 1949.

Between 1949 and 1950, the first state laws relating to and regulating educational placement policy of the mentally retarded were established. Gradually, children were re-shifted out of the "opportunity class"; and by 1952 Adams had established three classes for the educable mentally handicapped, meeting state standards for reimbursement.

With the passage of the state regulations, which included special transportation facilities, the position of the physically handicapped child changed radically. Physically handicapped children, who had previously been in "opportunity classes," began attending special education programs in Metropolis.

Since 1950, the cerebral palsied and children with other orthopedic handicaps have been served educationally in various ways. Some with a good educability prognosis but having severe motor handicaps have been on the home instruction program. Others, in need of hospital treatment over an extended period, receive educational services at the Shriner's Hospital or the Bay Region Children's Hospital in Metropolis.

The Southern Branch of the Jackson County Hospital (located in Dormit) has, since 1959, operated an out-patient clinic providing evaluative and therapeutic services for cerebral palsied children. The school district, in conjunction with the hospital program, has, since 1960, provided the hospital with a teacher, as needed. The hospital, in turn, has supplied the room and auxiliary services, which has allowed the establishment of a day class at the hospital. The day class is now serving nine cerebral palsied children between the ages of seven and thirteen from various suburban school districts in a staggered schedule, providing a minimum day for all of the children. These children are transported at the district's expense by station wagon. One child, the oldest of the nine cerebral palsied children, has been there since the class has been in existence. Older children with sufficient educability have been programmed into regular school classes when mobility permitted placement. When there has been a poor prognosis for mobility, home instruction is provided; when educability is low, nothing is provided.

Approximately 450 children are presently receiving services under the speech correction program. The district has two itinerant speech and hearing therapists, one of whom is carrying a case load of about 150 children, while the other serves over 300. Their areas are determined by dividing the district geographically, each therapist taking eight elementary schools. Mildly hard of hearing children, in addition to service from the itinerant speech and hearing therapists, have portable desk amplifiers for use in school. Two children now of high school age are in a residential school for the deaf in Metropolis. Another child of primary school age is being transported daily to a day class for the deaf, also in Metropolis. The district is reimbursing parents for transportation expenses under state law provisions. In the elementary schools, the children in need of speech and hearing programs are being adequately served. This does not hold true for the junior and senior high schools. Two of the junior highs and South Senior High School are not being served at all. However, due to the lack of personnel, it has been practically impossible to schedule services for all of the schools. Programs were set up according to the greatest demand. South Senior High, while having children in need of services, was preempted by North Senior High, which has more children in need.

Two blind children of senior high age have been in the Braille program in the Metropolis State Residential School for their entire school program. One child of junior high age and one of elementary age (seventh and fourth grades) are being transported daily to Metropolis to attend a day class. The program for the partially sighted has not been as extensive or as consistent in its educational objectives. Twelve children throughout the district have been diagnosed as being legally partially sighted. Educational facilities have been undertaken in a somewhat haphazard way. First of all, there are no classrooms for the partially sighted, which, in turn, is depriving these children of receiving educational instruction from a skilled teacher. Some large type books have been provided on a fairly regular basis, through the staff of the Department of Elementary Curriculum, to assist their regular classroom teacher in providing for them. This program has lacked consistency since the needs of these children have rarely been closely followed and the adequacy of their program has depended upon the degree of interest shown by the individual classroom teacher.

Educable mentally retarded children comprise the largest single special education group. The district has a total of twelve educable mentally retarded classes:

Adams Elementary	7
Sherman Junior High	1
McClellan Junior High	2
South Senior High	2
	12

Programs for the education of retarded children began in 1949. At this time three classes for the educable mentally retarded were formed in Adams Elementary. Classes were placed at Adams due to the availability of empty classrooms, and since it was somewhat centrally located in an older portion of the city. The program grew to four classes in 1953, five in 1955, and seven in 1959. It is admitted that the vintage of the building causes the physical facilities for these classes to be somewhat less than ideal. The seven classes accommodate approximately ninety children, so that the balance of the total enrollment at Adams is divided into ten regular classes, K-6. There has been some feeling on the part of the community and the staff at Adams that the building is becoming somewhat overweighted by special classes; and the regular class children are being uncomfortably identified with the "specials."

On the junior high level, the first class was established at McClellan Junior High in 1956 and the second class was added in 1961. Sherman Junior High received its first class for the educable mentally retarded children in 1958. Sherman and McClellan are the two oldest junior high school buildings in the city. Since the normal attendance areas for these two schools is fairly large and since a fair portion of educable mentally retarded children in these classes live in the parts of town normally served by these schools, only about ¼ of the total enrollment in these classes require bus service. By contrast, nearly 80% of the elementary special class children at Adams requiring bussing.

The first senior high level class for the educable mentally retarded children was started in 1962 in the new South High. A second class was added in the fall of 1965. Most of the children at that level do not live in the normal attendance area for South High, but the class was placed there due to available space as compared to the still over-crowded conditions at North High.

There have been a number of problems in getting the classes started, in terms of social acceptance of the pupils and integration of the special class into the rest of the school schedule. The teaching staff has felt that additional numbers of children in the special classes at the two junior highs were ready to advance to a senior high program. However, in view of the difficulties with existing senior high classes, it has been policy to hold back and keep these rather mature students at the junior high level.

It may be that placement of senior high educable mentally retarded children at South High, out of their normal attendance area, has enhanced isolation and contributed to the dropout rate. These children were seemingly placed there strictly as a matter of expediency, without considering pressing psychological and emotional factors.

Prior to the beginning of the senior high classes, students were usually retained in junior high until age sixteen and the children simply did not continue beyond age sixteen. After the senior high classes were started dropouts continued to account for about one-half of those leaving the junior high program. Attitudes opposing vocational education and emphasizing academics were probable factors contributing to an inappropriate program for the older educable mentally retardates and the resultant dropout rate.

The local chapter of the Association for Retarded Children, formed in 1953, has not only been very influential, but also a cohesive force in establishing a program for trainable retarded children. In spite of the resistance they have received from the public schools, their gains have been consistent and their cause empathetically received by the State Department of Education. In 1953 they began a class for the trainable mentally retarded, using a church facility. They began to expand in 1954, utilizing volunteer help in addition to one partially financed non-certified teacher. This procedure continued until 1961 when, under constant pressure from parents, the school district assumed responsibility under permissive state laws and hired a qualified teacher. In addition, the district agreed to take over payment for the rental of the church facility. There is still only one class and a substantial waiting list. Pressures are still being brought to bear, for this organization is known to keep fighting until they receive adequate educational programs for their children. Supervision for the trainable mentally retarded program is handled directly from the central office by the Director of Elementary Education. The initial resistance of the public schools to involvement with the trainable mentally retarded is predicated upon a rather narrow concept of education being limited to the academics. They believe that, if the program is not focused upon the 3 R's, then it is not education and does not belong in the schools. The writer believes that, although the retarded child has potential for a limited group of occupations, adjustment to his environment and self, regardless of how minimal the level of attainment, is his inherent right; in this he has a capacity to profit from the school's attempts to help him.

Ancillary services in the form of diagnostic and evaluation are limited by the number of psychologists and the number of children they are able to serve. The district has had one full time psychologist employed for many years and added a second one in the fall of 1964. Both have focused their attention on screening and identification of children for the mentally retarded classes. For these services the district has been divided geographically. Consistent follow-up has not been possible, due to personnel limitations. There have been eight school nurses (one designated as a Chief Nurse) each of whom have served two elementary schools and one of the secondary schools last year. Since school social workers have not been a part of the total district plan, the school nurses have, to some extent, filled that role. A single welfare and attendance consultant has been with the district some time and functions primarily as a "hookey-cop" with the junior and senior high schools.

Conclusions and Recommendations. As the city of Dormit has grown in the last twenty-five years so has the Special Education program. The increased school age population caused by industrial expansion and increased birth rate has caused a greater number of deviates to be present in the school, and these greater numbers have called attention to themselves and their needs. The increased interest and available time of parent groups have caused pressures to be put on the Board of Education, who eventually yielded and began to provide special services. Up to the present time, all special education administrative authority has been vested in the already busy Director of Elementary Education. In the past, Dormit has always tried to meet the educational needs of the community. However, recent changes and research in the humanities and the social sciences coupled with the rapid population growth will make apparent the need for re-evaluation of the special education program in Dormit.

Studies seem to indicate there has been an increasing democratizing force at work regarding control of schools; Dormit is no exception. As in a number of other communities, school Board members of the last quarter century have at Dormit accepted and even championed the cause of the less privileged of those in the community. Though ethnic and class conflict have never reached alarming proportions in Dormit, evidence of political and social stirrings is present. Dormit's enlightened school superintendents have prudently walked the middle ground.

School Board membership does not mirror the variegated ethnic groups within the community. Since lower-class parents seldom display active interest in the schools, the school needs of the less informed and articulate must be spelled out by the administration. Perhaps Dormit's school officers have benefited by balance of powers in the community reflecting political, social mobility and along clearly drawn ethnic lines. Thus, though the school board is not the representative agency it has become in other areas, the superintendent holds the residual powers of those not duly recognized and has been able to swing decisions on the strength of it. This happy combination of balance of power and residual power affords Dormit's school administrators refuge from the vulnerabilities typical of many districts. Though not completely immune, the "pressures and pieties" of any single group lose much of their impact against the grain of highly differentiated influences.

A study of Dormit Central School District suggests the consideration of the following hypotheses:

1) Interest may be high among suburbanites regarding school practices. They may be more cognizant and more articulate.

2) High rates of growth in suburbs will tend to keep educational demands on the upgrade. Schools will have to develop to keep pace, and special educators will face more intense competition for available facilities.

3) Higher standards of living in suburbs with concommitant better home conditions and better medical care will see less rate of growth in special areas than in regular areas.

4) Demands for technical knowledge by emergent industries may require improved high school curricula in which fewer students can function well. This may tend to produce larger numbers of students in certain areas of special education (this need not conflict with number 3, as only certain areas will be affected).

5) The city of Metropolis will provide special educators with excellent opportunities to implement secondary occupational programs by offering a vast and varied industrial potential.

6) Many resource people will be available for the special educator.

Many recommendations can be made for the improvement of the existing Special Education Program, but it is realized that some of the factors mentioned are dependent on the actions of people outside of, and not directly associated with, Special Education. Also, some items are impossible to accomplish until previous changes have been accomplished.

Some of the most obvious recommendations to be made are:

1) The availability of more ancillary services; i.e., psychologists, social workers, and re-evaluation of division of assignments and responsibilities.

2) The establishment of more effective communication among the teachers in Special Education.

3) A more effective balancing of programming, scheduling, location of the physical facilities, and related problems such as bussing, etc.

4) The development of a curriculum guide for Special Education classes.

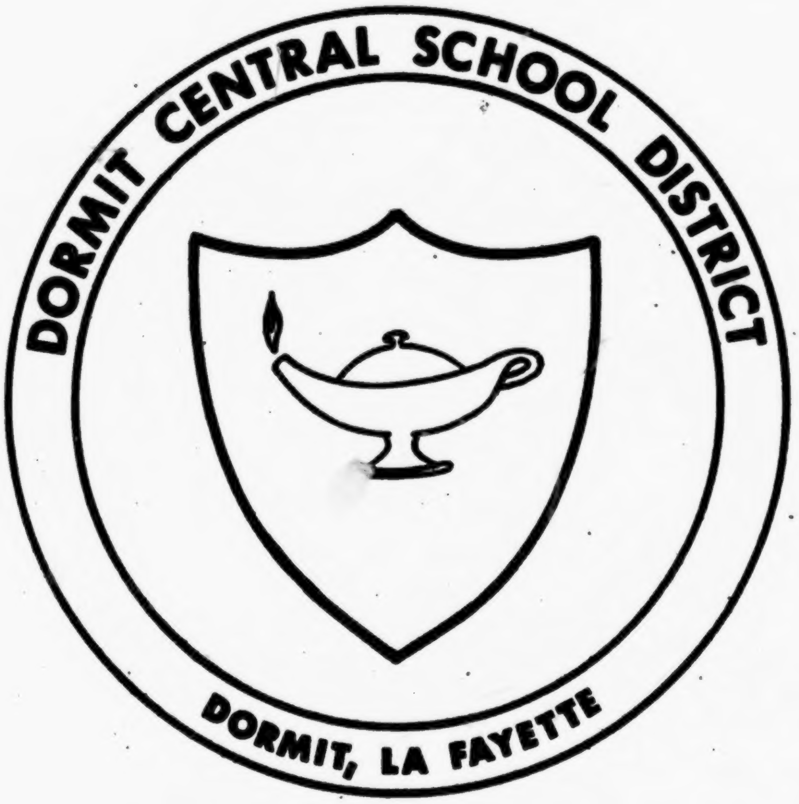
5) The establishment of a position of Director of Special Education to provide coordination and leadership in this growing area.

APPENDIX B

SPECIAL SERVICES HANDBOOK

SPECIAL SERVICES

HANDBOOK


DORMIT CENTRAL SCHOOL DISTRICT
DORMIT, LA FAYETTE

1967

Mr. Benjamin R. Statano, Superintendent

To the Principals and Teachers:

The purpose of this booklet is to provide the staff with a handy reference and a source of basic information about services to and educational provisions for exceptional children in our system. Most of the procedures are not new. Some have been in effect for years. However, bringing them together in this form will, we believe, clarify and simplify referral procedures. We hope this booklet leads to the development of increased understanding and acceptance of the role which Special Services play in providing quality education for all our children.

Ernest Forney, Ed. D.
Assistant Superintendent
for Instruction

FOREWORD

Dormit Central School District has always been concerned with the total needs of children who are in school. We recognize that as a result of individual differences in the rate of growth and the life experiences which have influenced their development, some children find it very difficult to make full use of their school experience. When the tremendous importance of the family and the community on the total development and education of a child is realized, then planning for education of all children in the home community becomes a must.

Programs for the exceptional child, guidance, counselling, testing, health and psychological services are thus blended into a "team approach" which has its impact upon curriculum, school planning, school administration and school practices.

The child is first a child and secondly an exceptional child. He is more like other children than he is different. Segregation in residential schools and segregation in public schools may often add to the burden of the handicap; therefore, it is the purpose of public education to integrate the child with a handicap into as much of the regular school program as possible. Segregation into special buildings or special classes is done only after careful evaluation by many persons within and without the framework of the public school. It is the intent and purpose of education to given an individualized approach to every child and certainly this is true of special education.

The provision of adequate educational opportunity for exceptional children is but one aspect of a program which should include prevention of educational disability, early identification, accurate diagnosis, prompt educational placement, rehabilitation and vocational guidance.

Special Services Handbook Committee

Mrs. Hazel McGinty	Director of Elementary Curriculum
Mr. Albert Rogers	Director of Pupil Personnel Services
Dr. Stanley Golden	Psychologist
Mrs. Betty Bailey	Chief Nurse
Mrs. Jean Johnson	Speech Therapist
Mrs. Emma Winters	Special Education Teacher

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GENERAL POLICIES GOVERNING PUPIL-PERSONNEL AND SPECIAL EDUCATION SERVICES

1. Children with exceptionalities of a physical or mental nature are eligible for Special Education Services in Dormit.

2. Special education may include children in kindergarten through grade twelve, ages 5 to 21.

3. All programs for the mentally retarded, speech defective, home and hospital bound, and physically handicapped are coordinated through the Special Education Office.

4. When it is evident that a child may need a service offered by the Special Services and/or the service of an agency outside the public schools, referral is made through the Director of Pupil-Personnel. A referral form is to be completed and sent to the Director of Pupil-Personnel along with all pertinent information.

5. The only exception to the above procedure is the referrals to speech therapists which are made directly to the therapist assigned to the school.

6. Referrals are made as soon as there is information available that would indicate a child may need special educational services -- either in the schools or through other agencies.

7. When there is more than one handicap, the major handicap should be the determining factor in the placement of the child.

8. All children are admitted to the special program on a trial basis.

9. Children should be in school with their neighbors and peers and are assigned to segregated classes only when this is necessary for the best interest of the child and his classmates.

10. It is impossible to provide the necessary special education classes in all schools; therefore, all special classrooms are considered area classrooms. The determination of priority for enrollment is based on the following considerations made by the Director of Special Education upon receipt of application:

    1. Those who have previously been in special classes.
    2. Pupil's degree of handicap.
    3. Order in which applications are received.
    4. Parents' desire for service.

PUPIL PERSONNEL SERVICES

The Department of Pupil Personnel, under the administrative responsibility of the Director, exists primarily to provide ancillary services to instruction in the Dormit Central School District. Such services include psychological diagnostic work, nursing and health services, and child welfare and attendance.

Psychological Services

Provisions for Psychological Services

Psychological service in the Dormit Central School District is provided at the present time by two full-time psychologists, each of whom serves a particular area of the school district. The ratio of 7000 pupils per psychologist is recognized as extremely thin coverage, and it is therefore not possible to provide all the psychological services that might be desirable. The determination of priority for services and other administrative matters are the responsibility of the Department of Pupil Personnel. The psychologist functions as an integral part of the diagnostic-evaluation team and Case Conference Committee.

Function of the Psychologist

The psychologist's function is to provide information, insights, and understandings regarding those aspects of students' behavior about which teachers express concern. This information is obtained by conducting a psychological evaluation of each student selected for psychological study. The confidential results of each such diagnostic study are discussed with those of the school staff who are intimately concerned with the adjustment and performance of the student in school.

The psychologist must possess the clinical skills necessary to provide valid information concerning a student's behavior, be able to make sound recommendations concerning the educational needs of the student, express astute observations of the functioning of the school system and of the interactions of the school with other community institutions.

Procedure for Referral for Psychological Service

A referral for psychological service may be originated by any teacher, counselor, principal, nurse, or other school specialist. Responsibility for completing the referral (Form 8-pp-65, see Appendix) rests on the referring person. All pertinent classroom information should be included on the referral form. The school nurse is asked to complete the health history and pertinent home information, and the principal of the school indicates his approval by signing the referral and forwarding it to the Director of Pupil Personnel. The Director, after reviewing the referral, assigns it to the psychologist serving the school in which the child is enrolled.

Kinds of Problems for which Children Should be Referred for Psychological Service

Generally speaking, a child's failure to profit fully from a school experience will be due not to one but to a complex of interrelated factors. From the point of view of practicality, however, the referral may center upon the one that seems most apparent, or which has been observed most consistently by the referring staff member.

No listing can be all-inclusive, but the following categories are offered as a guide to the types of problems about which teachers express primary concern, and for which children should be referred to a psychologist.

1. Intellectual Functioning
    - suspected mental retardation
    - suspected superiority
2. Achievement Difficulties
    - underachievement
    - educational retardation
    - undermotivation
3. Emotional & Social Maladjustment
    - withdrawal tendencies
    - acting-out tendencies
    - delinquency proneness
4. Special Situations
    - physical disabilities

Eligibility for Psychological Service

Theoretically, a teacher or other school staff may refer any child about whom she is concerned. Realistically, however, psychological service is circumscribed by the few psychologists on the staff, and certain priorities which demand their attention. When admission to or continuance in a special program for the physically or mentally handicapped depends in part on the recommendation of a psychologist, based on an individual psychological examination, such cases will be afforded priority over other referrals. Any child exhibiting bizarre behavior of a social or emotional nature will also be given the priority.

Priority of action on all other referrals from a particular school will be determined in conference between the principal of the school and the school psychologist. Since there is a much greater chance of success in working with a child at the primary level than at the intermediate or higher levels, referrals on the primary level are to be encouraged as a primary source of referrals. Should more referrals be made from one school than can be handled properly by the psychologist in the proportion of his time assigned to that school, the excess must be held over for the next school year and renewed before being examined.

For exceptional problem cases in the regular school program re-evaluations are performed as deemed necessary. In addition, periodic re-evaluations are performed on all pupils in special classes or programs.

Psychologist's Procedure After Referral - The Diagnostic Study

The referral is studied carefully by the psychologist in order to determine the type of testing materials that will be needed to evaluate the student relative to the reason referred. Available records with the Department are also studied as part of the psychological evaluation.

The psychologist goes to the school, reviews the available school records pertaining to the student and then arranges to work with the student for a period of diagnostic evaluation. Occasionally he may observe the student in the classroom or on the playground.

Once rapport has been established between the student and the psychologist a battery of tests is administered. The number and kind of tests will vary depending upon the nature of the problem to be studied. Individual intelligence and achievement tests are usually given. Additional tests may also be selected from categories such as: personality, vocational interest, etc.

After testing, the psychologist then makes arrangements to have a conference with the referent. In the conference an oral report is given. Suggestions and recommendations are also made to help the staff member understand the student's behavior and to enable the person making the referral to work more effectively with the student.

A report is written that incorporates all the findings into a useful and understandable description of the student's needs, limitations, and potentials. In some instances it may be necessary to refer the student for further diagnostic study by specialists in such areas as medicine and social work.

A Diagnostic Study is time-consuming. The period for actual testing may vary with different students. Usually, a complete work-up including checking records, testing, conferences, and writing reports, averages almost eight (8) hours.

School Nursing Services

Provisions for Nursing Services

At the present time, Dormit Central School District has the services of eight school nurses, one of whom is designated as Chief Nurse. They are each assigned two elementary schools and one secondary school. The nursing services are coordinated by the Director of Pupil Personnel.

Function of the School Nurse

The school nurse functions in a dual capacity. While providing the necessary health services for each school, she also functions in the area of social services by acting as a liaison person between the home and school. She is a permanent member of the Case Conference Committee. It is the responsibility of the school nurse to conduct annual visual and hearing screening, to refer students for physical examinations by private physicians or by the District Consulting Physician, and to serve as liaison with community health and welfare agencies.

Procedure for Referral for Nursing Services

Referral for nursing services may originate from any school person concerned with the child. (Form 2-pp-63, see Appendix).

Followup Procedure

It is the responsibility of the school nurse to keep the school personnel informed as to the disposition of each case.

Welfare & Attendance Services

Provisions for Attendance Service

At the present time, Dormit Central School District has the service of one full-time attendance worker. Due to the limited availability of personnel, his primary function is attendance and not social work. The attendance service is administered by the Department of Pupil Personnel and the worker functions as an integral part of the team.

Function of the Attendance Worker

The attendance worker's primary responsibility is to help those children who are truant. This frequently means helping the parents and teachers of these children understand the nature and implications of these absences and their resultant effect upon the pupil's total adjustment and achievement in school.

Procedure for Referral for Attendance Service

Referral for attendance service may originate from any school person concerned with the child, but should be channeled through and approved by the principal. Responsibility for completing the referral (Form 2-pp-63, see Appendix) is the obligation of the referring person. The referral is then forwarded by the principal to the office of the Director of Pupil Personnel.

Reasons for Referral

After three unexcused absences, the referral process is initiated. Prolonged medical or other excused absences are also routinely processed.

Followup Procedure

It is the responsibility of the Welfare & Attendance Worker to keep the school and the Director of Pupil Personnel informed of the progress and disposition of the referred cases. Some of the agencies with whom the worker has a close relationship are the Juvenile Court, Family Service, Department of Public Welfare, Guidance Center, Health Department, Vocational Rehabilitation Services, etc. Referrals are occasionally made directly to the psychological service of the school.

SPECIAL EDUCATION SERVICES

The Department of Special Education, under the administrative responsibility of the Director, exists to provide services of an instructional nature to those children of the Dormit Central School District who have instructional needs beyond that which can be provided in the regular classes and programs of the District.

The Educable Mentally Retarded

Provisions for Educable Mentally Retarded

A program for educable mentally retarded pupils is provided in the elementary, junior high and senior high schools in Dormit. Wherever possible these children should be placed in this program as soon as they have been identified and found eligible for it.

The mentally retarded cannot reach the achievement level in academic skills (e.g., reading and arithmetic) that is accomplished by the normal child. He can and is expected to learn to adjust socially and to learn the requirements for filling unskilled or semi-skilled jobs. Ultimate goals for educable mentally retarded pupils are in accord with those developed for all children: self-realization, human relationships, economic efficiency, and civic responsibility.

Size of Classes

State legislation and State Department of Education regulations have established the unit size for educable mentally retarded as fifteen. This should be a maximum class size, with classes for young children being kept under that number (between ten and fourteen) where possible.

Identifying Characteristics of the Educable Mentally Retarded

Teachers who have in their classrooms children characterized by some or all of the following should be alert to refer them as possibly being educable mentally retarded:

1. He usually has a record of failure in school work. Thus, he is likely to be older and often larger than the other children of his grade level.
2. He usually shows poor social adjustment due to his inability to cope with problems.
3. He usually has a retarded developmental history or irregularity in development.
4. He will make below average scores on achievement tests or group intelligence tests.
5. A careful psychological examination will reveal a mental age of 1/2 to 3/4 of his chronological age.

These limitations and failures are likely to lead to such personality characteristics as the following:

1. Slowness in volunteering to give answers in a class recitation. Because of repeated failure, there is a lack of security and self-confidence.
2. A tendency to seek the attention of others through overt behavior, such as bullying, teasing, pugnacity, etc., due largely to failure in obtaining recognition for success through academic performance.

Procedure for Referral of Suspected Educable Mentally Retarded

The regular classroom teacher is usually the one who originates a referral of a child thought to be mentally retarded, although any person in the school (or even a parent, on occasion) may request the teacher to refer. The referral form (Form 8-pp-65) for evaluation by the school psychologist is made out by the teacher who has the school nurse complete the "Health History." The principal then approves the referral and forwards it to the Director of Pupil Personnel.

Eligibility for and Placement or Continuation in Special Class Program for Educable Mentally Retarded

The school psychologist who examines the child determines his eligibility for placement in a special class for educable mentally retarded. Generally, the child, to be eligible for such placement, has an I.Q. in the 50-75 range; however, other factors are considered and the recommendation of the psychologist will be determined by his total psychological evaluation of the child.

Placement in a special class of a child (who has been examined and found eligible by the psychologist) is the responsibility of the Case Conference Committee. It is the responsibility of the principal to notify the parents of said placement.

All children who are in special classes for the educable mentally retarded should be referred by their teacher for a psychological re-evaluation routinely every three years to determine eligibility for continuation in the program.

Organizational Plan

On the Elementary level, classes should be organized as follows:

1. Pre-primary class	C.A. 7-9
2. Primary class	C.A. 9-11
3. Intermediate class	C.A. 11-13

In given cases, the mental age may be the decisive factor in class assignment. In general, the classes should be organized so that the age range does not exceed three years, even though this limit may be difficult where only one or two classes are housed in a building.

In Junior High Schools, classes for educable mentally retarded are organized as follows:

1. First year students
2. Second year students
3. Third year students

   or

4. Combination of the above - C.A. 13-16

Senior High School classes are organized as follows:

1. First year students	C.A. 16 or less
2. Second year students and older (Work Study Programs)	C.A. 16-21

Transfer from a Class for Educable Mentally Retarded

After re-evaluation of psychological and educational status, the Case Conference Committee may recommend transfer of a child to a regular class or to a class for Trainable Mentally Retarded. The Director of Special Education is responsible for executing such recommended transfers as conditions permit.

The Trainable Mentally Retarded

Provisions for Trainable Mentally Retarded

A program for the trainable mentally retarded is provided by the Dormit Central School District. Upon completion of the trainable program pupils are referred through the Vocational Rehabilitation Division for sheltered workshop activities.

Size of Classes

Ten pupils is an optimum number for a teaching unit in this area, but the class size may vary from eight to twelve.

Identification of the Trainable Mentally Retarded

The trainable mentally retarded child is usually not found enrolled in a regular class. The retardation is usually so gross that immediate referral is made when a child becomes known to the school. Referral is often made by other community agencies.

Procedure for Referral of Suspected Trainable Mentally Retarded

Admission to this program for trainable mentally retarded pupils is effected after referrals through the office of the Director of Pupil Personnel and is decided upon by the Case Conference Committee. Placements are subject to the approval of the Director of Special Education.

Eligibility for Placement or Continuation

The factors governing the decisions of the Case Conference Committee are:

1. Age 6-21
2. I.Q. 30-50 (as determined with the Stanford-Binet and at least one other evaluation instrument).
3. Ability to adjust to a group situation
4. Toilet trained
5. Apparently able to benefit from offerings of the school

When the Case Conference Committee determines that a child is eligible, placement is made as soon as possible. The Director of Special Education notifies the parents, the referral source, and the school.

All children in the program should be referred by their teacher for a psychological re-evaluation routinely every three years.

Transfer from a Class for Trainable Mentally Retarded

After re-evaluation of psychological and educational status, the Case Conference Committee may recommend transfer of a child to a class for educable mentally retarded, return of a child to the home for full-time parental care or to a residential custodial situation. Older youth, nearing the upper age limit for the school program, may be referred to a sheltered workshop such as that operated by the Metropolis ARC.

Auditorily Handicapped

Provisions for Auditorily Handicapped Children

Dormit Central School District has entered into a cooperative agreement with the Schuyler School District in order that together there will be a sufficient quantity of pupils to conduct a program for auditorily handicapped children. This program is for students who have auditory impairments so severe that they cannot benefit from regular class instruction. These pupils do seem capable, however, of learning in a small class under the aegis of specially trained teachers and with special amplification equipment. They are students for whom residential care in the state school for the deaf either does not seem necessary or is less desirable than an educational program combined with regular family living. The children are placed in the program as early as possible to provide for an intensified program of speech and language development. As ability to communicate increases, time within the regular class may be initiated as part of the program.

Size of Classes

The State Department of Education regulations have established class size for auditorily handicapped children to be from seven to ten pupils.

Identifying Characteristics of the Auditorily Handicapped

The determining factors for admission to this program include language development, maturity, readiness for school, type and degree of hearing loss, residual hearing, ability to wear a hearing aid to advantage, and other pertinent information that would have a bearing on the progress of the child in the Schuyler School District program.

Procedure for Referral

Referral by agencies, teacher, or other school personnel is made on Form 8-pp-65 (See Appendix) to the Director of Pupil Personnel. The referral should include all pertinent information currently available relative to the child, including educational achievement, audiograms, psychological evaluation, child's physician, etc.

Eligibility for Placement in the Classes for the Auditorily Handicapped

Eligibility of a child to be placed in classes for auditorily handicapped is determined by the Case Conference Committee convened by the Schuyler School District, which includes representatives from Dormit, as appropriate. If placement is recommended, parents, referral agency, and school are notified and details are negotiated by the Director of Special Education.

Transportation

Transportation is arranged in cooperation with the Schuyler School District by the Transportation Manager. Parents will be notified by him of the individual arrangements for the transportation of their child.

Transfer from Classes for Auditorily Handicapped

After re-evaluation of educational, psychological, and medical status, a child may be transferred out of a class for auditorily handicapped on recommendations of the Case Conference Committee. The transfer recommended may be promotion to a secondary school program, return to his district elementary school, or placement in a residential school.

The Crippled or Chronically Ill

Provisions for Orthopedic, Neuro-muscular, or Chronic Health Conditions

Dormit Central School District provides the teachers and instructional materials for a class in the orthopedic unit of the Jackson County Hospital, Southern Branch, to provide for those children who cannot attend regular classes because of the need for specific help both physically and educationally. The physical condition is the determining factor for admission. Severely retarded physically handicapped children will not be admitted to this program. The program includes the required auxiliary services of occupational and physical therapy provided by the County Health Department. The class may include both day and resident pupils from Dormit and other districts. Tuition is charged to other districts on an annual cost basis.

Children receiving in-patient treatment at Shriner's Hospital or the Bay Region Children's Hospital in Metropolis receive educational services there.

Size of Classes

The State Department of Education regulations have established class size for physically handicapped to be from seven to ten pupils.

Identification of Physically Handicapped Children

The identification and case finding agencies will generally have complete records on these children by the time they reach school age. The exceptions to this may be children enrolled in a regular class who are injured in accidents or contract a crippling disease. It is obvious that referral would be made on this basis.

Procedure for Referral

Referrals may come from teachers and other school personnel; however, the majority will come from health agencies. Referral is made on Form 8-pp-65 (see Appendix) and forwarded to the Director of Pupil Personnel. A nurse will be assigned for follow-up visitation and determination of need for psychological evaluation. The form must have medical approval for placement.

Eligibility for Placement

Eligibility for education placement is determined following medical approval and placement in a special program is made by the Director of Special Education in consultation with the Case Conference Committee.

The factors governing placement are:

1. Educability
2. Need for occupation or physical therapy
3. Apparent ability to benefit from the program
4. Medical approval

Transportation

Transportation is provided by the district for children attending the Hospital Program on a day-school basis. Arangements are handled by the Transportation Manager. Parents will be notified by him of the individual arrangements for the transportation of their child.

Transfer from Program for Physically Handicapped

On recommendation of the physician that special service is no longer needed for a particular child and upon the re-evaluation and recommendation of the Case Conference Committee, the Director of Special Education may arrange for transfer to his district school.

Visually Handicapped

Provisions for Visually Handicapped

A program for visually handicapped, (blind and partially-seeing) is provided in elementary and secondary schools by especially trained teachers and/or special materials. The Metropolis School District accepts Dormit children requiring a program for the blind. Partially sighted children are enrolled in regular classes in the district and are provided with large-type texts and other special materials.

Identification of Visually Handicapped

Children who are blind are usually referred by the Lighthouse for the Blind. However, partially-seeing children are likely to be referred from the regular classes. In addition to the usual teacher observations for visual difficulties, the school nurses conduct an annual visual screening of the total school population. If visual problems are observed, outside referral is made to either an ophthalmologist or an optometrist.

Procedure for Referral

Referrals for visually handicapped children are routed through the principal's office and then to the Director of Pupil Personnel, using Form 8-pp-65 (see Appendix). The school nurse is responsible for follow-up to arrange for psychological examination and medical examination by an eye specialist.

Eligibility for Placement

Eligibility of child to be placed in a program for visually handicapped children is determined by the Case Conference Committee.

The factors determining eligibility are:

1. Age - 5-21
2. Visual acuity - Blind - ophthalmologist or optometrist report 20/200 or less in better eye, or evidence of need by peripheral loss, or progressive disorder. Partially sighted - 20/70 - 20/200 in better eye after proper refraction.
3. Evidence of educability - Children will be evaluated by appropriate individual psychometric procedures.

Approval for placement is made by the Director of Special Education after consultation with the Case Conference Committee.

Transportation

Transportation for the blind is arranged in cooperation with the Metropolis School District by the Transportation Manager. Parents will be notified by him of the individual arrangements for the transportation of their child.

Transfer from Program for Visually Handicapped

After re-evaluation of educational, psychological, and medical status, a child may be transferred out of a program for visually handicapped on the recommendation of the Case Conference Committee. The recommendation may be a promotion to a secondary school program, return to a district elementary school, or placement in a residential school.

The Hospitalized and Homebound

Provisions for the Hospitalized and Homebound

Instruction in his home or in a hospital is provided by the Dormit Central School District for any child in the district who, because of illness or injury or other physical condition, is unable to attend school for an extended period of time.

This instruction is given by qualified teachers who go either to the home or the hospital.

Eligibility for Service

A child is eligible for home instruction if a statement signed by his physician and on file with the Director of Special Education indicates (1) that he is physically unable to attend school for three weeks or longer, yet well enough to receive instruction, and (2) that he is intellectually able to profit from educational services.

Procedure for Referral

The child's regular teacher, school nurse, principal or his parent may originate the referral. Form 3-SE-64 (see Appendix) is used for children who are homebound or hospitalized. It must be approved by both principal and parent, completed by attending physician and sent to the Director of Special Education. It is the parent's responsibility to see that the form is completed and referred to the school office.

Follow-up of Referral

The Director of Special Education, after determining eligibility for the instruction, assigns a home or hospital teacher who visits the child's regular teacher, reviews his status and needs as a pupil, borrows textbooks if necessary, then visits the home or the hospital and works out a schedule for the instruction periods.

Teaching Time

Homebound pupils will receive the equivalent of one hour a day for the normal instructional week. The specific time of day will be worked out cooperatively by teacher and parent, with the approval of attending physician.

Where a group of hospitalized children may be brought together for instruction, such as in the Jackson County Hospital, a full time teacher is provided.

The Speech Handicapped

Provisions for the Speech Handicapped

Speech therapy is provided, when indicated, through the twelfth grade with the greatest concentration in the elementary grades. The program is designed to aid the child with speech problems. Children receive therapy in small groups or individually depending upon the type and severity of the problem. The speech therapist works with articulation problems, cleft palate children, problems of stuttering, mild hearing loss, and voice quality problems.

Identifying Characteristics of Speech Handicapped

A child is said to have defective speech when his speech deviates so much from the norm that it interferes with communication, calls attention to itself, or causes the person to be maladjusted.

Procedure for Referral of Speech Handicapped

Children are referred to the principal by the classroom teacher. Children may also be referred by parents, doctors, and nurses. The principal, in turn, refers the child to the speech therapist. Speech referral forms (Form 2-SE-64, see Appendix) are available in the school office. Each child is given an examination by the speech therapist. In addition, all children are screened at the third grade level. The therapist will be able to work with only a limited number of children. The type and severity will determine the case load. The therapy for each type of speech problem is different; therefore, the groupings and scheduling are the responsibility of the speech therapist, under the supervision of the Director of Special Education.

Eligibility for and Placement in Program for Speech Handicapped

Each September children who have been receiving therapy and need additional work are included in the program. New cases are selected from the referrals when the evaluation indicates that the speech problems will not be eliminated through maturation. Some children are not taken for therapy if parent counseling would be more effective. Others may need medical or dental attention prior to therapy.

Eligibility for Dismissal from the Program

A child is dismissed from therapy when, as a result of working with the speech therapist, he manifests evidence that the communication barrier has been removed or compensated for and that he can effectively carry over his improved communicative ability outside the therapy situation.

Size of Groups and Frequency of Lessons

Most children are seen in groups of three to five for half hour periods twice weekly in elementary schools. A few very severe cases are seen individually. Some children who have had therapy but need reinforcement may be seen only once a week. In secondary schools, therapy is received once a week, usually with smaller groups.

Scheduling of Speech Therapy Sessions

To be effective, each therapist will not be expected to work with more than one hundred cases within the weekly schedule. The schedule is worked out with the classroom teacher to fit into the regular school program.

Reports to Classroom Teachers and Parents

Written reports are given to teachers and parents only at the close of the school year or on termination of therapy. However, conferences with parents and teachers are held as needed.

Work with the Classroom Teacher

The speech therapist interprets the child's speech deviation to the teacher and suggests ways for the teacher to help the child in the classroom. Assignment books are used so that both parents and teachers are aware of what is being done in class, so that the efforts of parent, teacher and therapist are coordinated. The therapist can also help the teacher by suggesting methods and materials to correct speech errors which are not severe enough to warrant special attention.

CASE CONFERENCE COMMITTEE

The Case Conference Committee accepts full responsibility for planning and providing adequate educational programs and services to meet the needs of exceptional children. The term "exceptionsl" is used to describe pupils who have unusual educational needs, i.e., those who are markedly different, physically or intellectually, from the normal thus requiring special services or special educational provisions.

The Case Conference Committee will consist of the following:

Director of Pupil Personnel
Director of Special Education
School Psychologist involved with the specific case
The School Nurse involved with the specific case
The Teacher(s) involved with the specific case
The Principal (or High School Guidance Counsellor)

Additional members of the Case Conference Committee may include, as the specific case warrants, the following personnel:

Assistant Superintendent for Instructional Services
Consulting Physician or Private Medical Specialist
Welfare and Attendance Worker
Speech Therapist
Vocational Rehabilitation Worker
Community Health & Welfare Agencies Representatives

The Director of Pupil Personnel will be responsible for the presentation of cases to be reviewed by the Case Conference Committee. The Director of Special Education has the responsibility for the placement of the child, following the recommendations of the Case Conference Committee. Any member of the permanent committee may initiate a request for a Case Conference Committee meeting through the Director of Pupil Personnel.

Notification of the placement of a child will be sent to the personnel involved by the Director of Special Education.

LOCATION OF PROGRAMS

Educable Mentally Retarded

Adams Elementary (7 classes)
Sherman Junior High
McClellan Junior High (2 classes)
South High (2 classes)

Trainable Mentally Retarded

West Side (2 classes)

Auditorily Handicapped

Severely hard of hearing.
    Children served by program in Norbridge School, Schuyler School District, on a shared costs basis.

Mildly hard of hearing
    Children served by itinerant speech and hearing specialists, within regular classes.

Visually Handicapped

Blind children served by program in Metropolis School District on tuition basis.

Partially sighted children provided special instructional materials in regular classes throughout Dormit.

Orthopedic, Neuro-muscular, or Chronic Health Conditions

Dormit children served by program for cerebral palsied and orthopedic in Southern Branch, Jackson County Hospital. Other children provided special transportation to regular classes or provided home or hospital instruction as needed.

APPENDIX

CASE STUDY REFERRAL

DORMIT CENTRAL SCHOOL DISTRICT
DORMIT, LAFAYETTE

Request for Diagnostic Services

Pupil's Name________________________________ Date of Birth____________

Address____________________________________ Date of Referral__________

School_____________________________________ District______________

Father's Name_______________________________ Address______________

Mother's Name_______________________________ Address______________

Present Grade Placement______________________ Grades Repeated__________

Reason for Referral:

Description of the case. In this space note such items as physical handicaps, vision, hearing, speech, general health, home conditions, social adjustment, attendance, etc.

Vision Test w/o Glasses: Date__________
L.________ R.________ Both__________
Glasses worn? ______________

Audiometric Test: Date____________
Attach Audiogram for both ears for any loss of over 15 db.

Give results of any Standardized Tests, Previous Examinations or Current Marks in Tool Subjects.

FORM: 8-pp-'65

SUPPLEMENTAL REFERRAL INFORMATION

Has a conference been held with the parents of this pupil in regard to this problem? ________ (yes or no). What kind of attitude or feelings have they expressed in regard to a need for this diagnostic study or change?

Would the parents be available for a conference with the school psychologist and/or school personnel?

Has this pupil and/or family had contact or requested help through an "outside" community agency? (e.g., clinic, hospital, Co. Mental Health Center, Family Service, Child Care or a private counseling or psychiatric resource). Give any information you think is pertinent.

HOME OR FAMILY CONDITIONS which, in your opinion, are related to this child's problem:

Referral approved by: Principal ________________________________

Guidance Counselor ________________________________

Please return this completed form to the Director of Pupil Personnel.

DORMIT CENTRAL SCHOOL DISTRICT
Dormit, La Fayette

Date: ____________ **Referral for School Nurse** _____( )

School: ____________________ **or Attendance Worker** _____( )

Pupil's Name: ______________________________ Birth Date: __________________

Address: ______________________________ Phone: ______________________

Parent's Name: ______________________________

Referral Requested by ____________________ Teacher & Grade __________________ Room or Section ______

Reason for Referral ____

____

____

____

To be completed by Nurse or Attendance Worker & signed

Disposition ____

____

Form: 2-PP-'63

Note: This form is to be completed in duplicate. The carbon copy will be returned by the nurse or attendance worker to the referring person.

DORMIT CENTRAL SCHOOL DISTRICT
Dormit, LaFayette

REQUEST FOR INSTRUCTION OF CHILD CONFINED TO HOME OR HOSPITAL BECAUSE OF ILLNESS OR ACCIDENT

To the Parent: After this form has been filled out, please send it to the Director of Special Education, Board of Education Bldg., Dormit, Lafayette

Name of Child____________________ Birthdate__________

Home Address____________________ School__________

Telephone__________

Present or Last grade__________ Date of Last School Attendance________

____________________ ____________________
Signature of Parent Approval of Principal

To attending Physician: When a child has had a serious illness or an accident which makes it impossible or inadvisable for him to attend school for a period of three or more weeks, we will provide a home instructor several times a week on the recommendation of the attending physician. So that we may know that the child is too ill to attend school, yet well enough to be instructed at home or hospital, we would appreciate it if you would provide the following information:

Nature of illness____________________

Would this condition endanger the health of the home teacher? __________

Date instruction may begin__________

Probable duration of home instruction____________________

Signed____________________
Attending Physician

Date____________________

Form: 3-SE-'64

DORMIT CENTRAL SCHOOL DISTRICT
DORMIT, LAFAYETTE

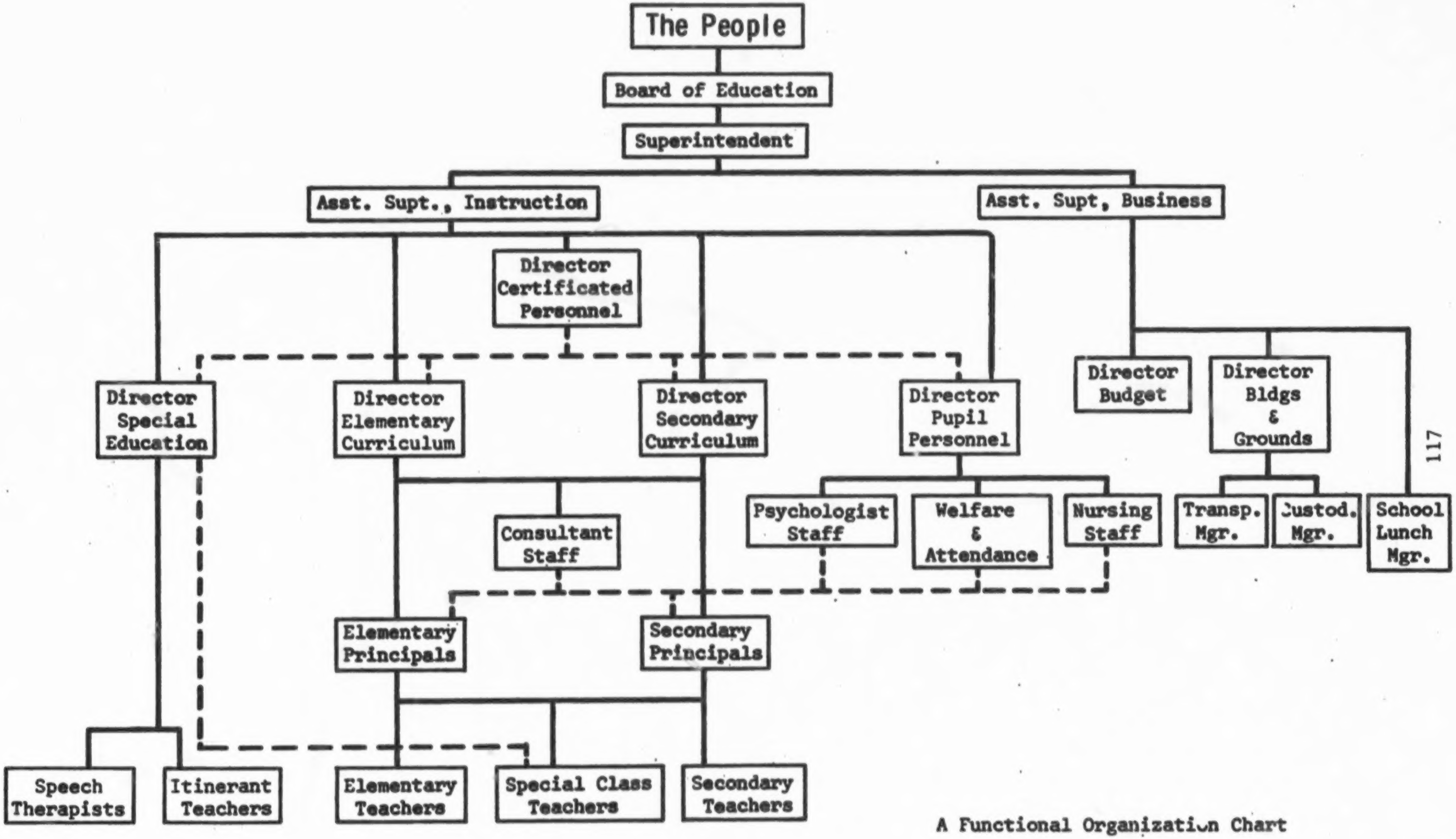
SPEECH REFERRAL FORM

Name of Child______________________________________ Birthdate____________

Address____ Parent_______________

Grade___________ Room______________ Teacher______________________________

Form: 2-SE-'64


The People
Board of Education
Superintendent
Asst. Supt., Instruction
Asst. Supt, Business
Director Certificated Personnel
Director Special Education
Director Elementary Curriculum
Director Secondary Curriculum
Director Pupil Personnel
Director Budget
Director Bldgs & Grounds
Consultant Staff
Psychologist Staff
Welfare & Attendance
Nursing Staff
Transp. Mgr.
Custod. Mgr.
School Lunch Mgr.
Elementary Principals
Secondary Principals
Speech Therapists
Itinerant Teachers
Elementary Teachers
Special Class Teachers
Secondary Teachers

A Functional Organization Chart

Dormit Central School District

Line Function
Staff Function

APPENDIX C

EDUCATION OF HANDICAPPED CHILDREN IN THE STATE OF LAFAYETTE

EDUCATION OF HANDICAPPED CHILDREN IN THE STATE OF LAFAYETTE

Selected excerpts from the

School Code

and the

Regulations of the Commissioner of Education

Raymond Jamison,
Commissioner of Education

State Printing Office, Capital City, Lafayette
1964

FOREWORD

This publication, consisting of selected excerpts from the School Code of the State of Lafayette and from the Regulations of the Commissioner of Education has been compiled for the purpose of assisting local school district personnel in the conduct of special education programs for handicapped children.

The Constitution of Lafayette charges the General Assembly with the responsibility of providing for a "thorough and efficient system of free schools..." Chapter IV, Section 49-969 of the School Code states:

"All educational facilities for handicapped children shall be under the supervision of and subject to the approval of the commissioner of education. The commissioner of education shall prescribe the standards and make the necessary rules and regulations including but not limited to the establishment of classes, training requirements of teachers and other personnel, eligibility and admission of pupils, the curriculum, class size limitations, transportation, and the applications for claims for reimbursement."

The rules and regulations contained in this publication have been prescribed by the Bureau of Special Education to which the authority vested in the Office of the Commissioner of Education under Section 49-930 of the School Code has been delegated. The basic rules and regulations were filed with the Secretary of State and became effective July 1, 1951 with subsequent interpretation of the Code leading to additions in 1956. They were designated for each area of special education in an attempt to provide the framework for quality programs. Special services for handicapped children are established and maintained by local districts in compliance with the mandate of the Constitution of Lafayette to "provide---all children of this state---with a good school education."

The special education staff and committee members who worked on this publication deserve recognition for a job well done. School personnel are encouraged to seek consultation from the Bureau of Special Education Services for special assistance.

Raymond Jamison

Commissioner of Education

John Gilbert

Director,
Bureau of Special Education

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Part I

LAWS OF LAFAYETTE GOVERNING SPECIAL EDUCATION FOR HANDICAPPED CHILDREN

1.0 Legal Authority

1.1 Responsibility to Provide Schooling. (School Code, Chapter I, Section 12-610)

The board of education of each city, exempted village, and local school district shall provide for the compulsory free education of the youth of school age within the district under its jurisdiction, at such places as will be most convenient for the attendance of the largest number thereof. Every day school so provided shall be open for instruction with pupils in attendance for not less than one hundred seventy-six days in each school year. Each day for grades seven through twelve shall consist of not less than five clock hours with pupils in attendance, except in such emergency situations, including lack of classroom space, as shall be approved by the state board of education. Each day for grades one through six shall consist of not less than five clock hours with pupils in attendance which may include fifteen minute morning and afternoon recess periods, except in such emergency situations, including lack of classroom space, as shall be approved by the state board of education.

1.2 Assignment of Pupils. (School Code, Chapter I, Section 17-102)

1.21 The superintendent shall be the executive officer for the board, direct and assign teachers and other employees of the school under his supervision, assign the pupils of the schools under his supervision to the proper schools and grades, provided that the assignment of a pupil to a school outside of his district of residence is approved by the board of the district of residence of such pupil, and perform such other duties as the board determines.

1.22 Exclusion (School Code, Chapter IV, Section 48-117)

Any district school board may exclude permanently from the public schools of its district any child over the age of eight years found to be unable to profit from attendance, by reason of extreme mental retardation or extreme behavior, judged to be inimical to the welfare of other children in the school.

1.3 Authority to Set Up Special Instructional and Child Study Services. (School Code, Chapter IV, Section 49-902)

Legislative declaration - The general assembly hereby declares that the purpose of this article is to provide means for educating those children in the State of Lafayette who are physically, mentally, educationally, or speech handicapped.

The Commissioner of Education may grant permission to any board of education to establish and maintain classes for the instruction of deaf or blind persons and crippled or mentally retarded pupils over the age of five; and to establish and maintain child study, counseling, adjustment, and special instructional services for pupils over the age of five whose learning is retarded, interrupted, or impaired by physical or mental handicaps. The state board of education may, by written agreement with the board of trustees of any college or university, arrange with the teacher education department of such college or university for the classroom and in-service training of teachers for handicapped children.

1.4 Standards, Inspection and Supervision. (School Code, Chapter IV, Section 49-931)

The Commissioner of Education shall at the state level employ competent persons to inspect at least once a year all programs and to direct and supervise such other services established, and to report concerning the instruction in such classes, the conditions under which any persons enrolled in such classes are boarded, and the extent and nature of all other services related to education affecting physically and mentally handicapped pupils.

The Commissioner of Education shall prescribe standard requirements for day schools for the deaf, blind, crippled, and mentally retarded, and for other instruction and services for all types of handicapped pupils included under section 49-902, and for those pupils any school district is entitled to state reimbursement, or aid. Such requirements shall include the conditions under which such schools are conducted, or services are rendered, the methods of instruction, child study, counseling, adjustment, and supervision, the qualifications of teachers and the personnel in charge of child study and counseling, the conditions and terms under which they are employed, the special equipment and agencies for instruction provided, and the conditions of the rooms and buildings in which the schools are held.

1.5 Definitions (School Code, Chapter IV, Section 49-940)

Unless otherwise indicated by the context, the following words and phrases when used in this article shall have meanings respectively ascribed to them in this section.

1.51 "Physically handicapped children" means children other than those with a speech defect between the ages of 5 and 21 years who suffer from any physical disability making it impracticable or impossible for them to benefit from or participate in the normal classroom programs of the public schools in the school districts in which they reside and whose intellectual development is such that they are capable of being educated through a modified classroom program. A modified program refers to the modification in the location of class, equipment, and instructional supplies to compensate for the physical disability rather than for mental retardation.

1.52 "Educable mentally handicapped children" means those persons between the ages of 5 and 21 years whose intellectual development renders them incapable of being practically and efficiently educated by ordinary classroom instruction in the public schools, but who none-the-less possess the ability to learn and may reasonably be expected to benefit from special programs designed to aid them in becoming socially adjusted and economically useful.

1.53 "Trainable mentally handicapped children" means those persons between the age of 5 and 21 years who are so severly retarded that they cannot be classified as educable but are, notwithstanding, potentially capable of self-help, of communicating satisfactorily, of participating in groups, of directing their behavior so as not to be dangerous to themselves or others and of achieving with training some degree of personal independence and social and economic usefulness within sheltered environments.

1.6 Establishment of Special Education Programs. (School Code, Chapter IV, Section 49-951)

Any school district may establish a special program for the education of handicapped children, or any classification thereof, and two or more school districts may contract with each other to establish and maintain a special educational program pursuant to law for the education of handicapped children, sharing the costs thereof in accordance with the terms of the contract agreed upon.

1.7 Reimbursement (School Code, Chapter IV, Section 49-990)

1.71 Tuition For each child enrolled in approved special program for handicapped children in the school district of residence or in a school district other than the school district of residence, the state board may pay to the school district of attendance an amount not exceeding fifty percent of the costs per school year. Such payment shall be in addition to the state per-capita foundation allowance provided for all children. (School Code, Chapter III, Section 31-212) Detailed cost accounts shall be maintained, subject to audit, and reported to the State Finance Office on forms and at times prescribed by that office.

The tuition shall include the cost of operating the educational program for handicapped children including the costs of identification, examination, and supervision and other special education services approved by the Commissioner of Education.

1.72 Transportation costs may be reimbursed at the rate of seventy-five percent for children enrolled in day class programs. For children attending an approved residential or out-of-state program, the same rate of reimbursement will apply toward two annual round trips.

1.8 Parental Prerogative. (School Code, Chapter IV, Section 49-958)

In the event parents or guardians do not wish to have a child of school age placed in a class for special education they must provide satisfactory evidence to the local school board or the Commissioner of Education that the child is receiving equal or better educational advantages elsewhere.

1.9 Certification. (School Code, Chapter IV, Section 49-970)

A special education class or program, established as a stationary class, resource room or itinerant teacher program, may be approved only within the established standards specified in the Regulations of the Commissioner of Education.

Special provision may be made for an experimental or research program, designed to provide a new or different approach to educational techniques and/or methodology related to the area of exceptionality or handicap.

Part II

REGULATIONS OF THE COMMISSIONERS OF EDUCATION

All children enrolled in an approved special education program shall meet the standards specified in the Regulations of the Commissioner of Education. A teacher shall meet all the requirements for certification as set by the State Board of Education for the program in the area of the teacher's specialization.

1.0 Programs for Child Study Services

1.1 School Psychologist

1.11 Eligibility

1.111 All personnel approved shall hold certification by the Department of Education as a school psychologist and the program of service shall be approved by the Division of Special Education.

1.112 A psychologist may be approved for school districts having an enrollment of 3,000 children.

1.113 Additional psychologists may be approved for each 5,000 children enrolled.

1.114 Fractional programs may be approved for school districts with enrollments of less than 3,000.

1.115 A full or fractional program may be approved where there is a director or a supervisor of a recognized child study program.

1.12 Program

1.121 Services are basically diagnostic and consultative.

1.122 Primary responsibility is in relationship to service for children with physical and mental handicaps but may extend to all children in need of this specialized type of service.

1.123 A major portion of time is spent in the individual evaluation of children.

The service should provide for

1.124 Counselling with parents, teachers, and children for the purpose of helping in the adjustment of the child.

1.125 Initiating a follow-up procedure of the educational adjustment and achievement of children with a view to pointing them in the direction of adequate vocational and social adjustment as adults.

1.126 Advising regarding a program for group testing in the school for the purpose of finding children who need further study, special instructional service, special class placement or counselling in connection with their adjustment in regular class.

1.127 Availability for selective participation in curriculum building.

1.128 Availability for diagnostic and consultative service in connection with remedial teaching but not direct remedial instruction.

1.129 Availability for study of children presenting serious learning problems or unusual behavior symptoms. In cases requiring intensive study and treatment the problem may be referred to the appropriate community agency designed to treat such cases.

2.0 Program for Educable Mentally Retarded Children

2.1 Eligibility

2.11 Children shall be in the general intelligence range of 50-75. They must also be of legal school age in the district operating the class, and must have sufficient maturity to permit adjustment to general school routines.

2.12 Intelligence level is determined through an individual examination by a qualified psychologist. It is expected that the psychologist will use supplementary measures whenever need for these is indicated.

2.13 A copy of the psychological report shall be made available to the classroom teacher.

2.14 Children placed in Educable Mentally Retarded classes shall be re-examined periodically. Initial test results which are more than three years old shall not be used for continued placement.

2.141 Pupils who exhibit noticeable difficulty in behavioral adjustment and/or instructional progress in the special class(es) shall be given more frequent and more detailed re-evaluation. In such instances an attempt should be made to secure medical evaluation, also.

2.15 Educable Mentally Retarded children who are also physically handicapped by reason of crippling or serious visual or hearing handicaps, who reside in school districts where classes for children with both defects are not available but where regular Educable Mentally Retarded classes do exist, may be enrolled in such classes if:

2.151 they have been adjudged slow learning on the basis of an individual psychological examination;

2.152 they are referred as crippled, partially seeing or partially hearing by the proper medical authority;

2.153 they can get to school, either on the school bus or through other transportation as may be provided for physically handicapped children;

2.154 they are sufficiently ambulatory, in the case of crippled children, to care for their own physical needs in a regular school situation;

2.155 they fit the age range of the class or classes in operation and if the enrollment in such class(es) is sufficiently low that a physically handicapped child can be accommodated.

2.2 Assignment of Pupils

2.21 The superintendent of schools may legally assign an eligible pupil to the special class(es) within his district. He may delegate this responsibility to a professional staff member, other than the special class teacher, who follows through on placement in and transfer from the special class(es).

2.3 Class Size.

2.31 Maximum class size for an Educable Mentally Retarded class shall be 15 children.

2.32 Maximum class size shall be adjusted downward for individual units at any age level where pupils with multiple handicaps are enrolled.

2.4 Age Range.

2.41 There shall not be a spread of more than four calendar years between the oldest and youngest pupil in a class.

2.5 Housing.

2.51 Classes shall be located in school buildings with other boys and girls of comparable age. Classes housed in separate buildings will not be approved.

2.52 An elementary class shall have a room comparable in size, location and desirability to regular classrooms provided for full class groups.

2.53 A standard size classroom shall be made available to each secondary class. This room is to be used for classroom instruction and as a resource room where books and materials used by the special class pupils are kept.

2.6 Organization.

2.61 There should be programs for at least two age ranges if Educable Mentally Retarded children are to be served effectively. A minimum program would then provide for younger children (elementary -- pre-adolescents) in one unit and for older pupils (secondary -- adolescents) in the second. In the more populous districts organization will evolve in terms of three or four age ranges (primary, upper elementary, junior high, senior high) to more closely approximate grade groupings in standard school programs.

2.611 Two or more small school districts may jointly contract to provide adequate facilities for all Educable Mentally Retarded pupils in the cooperating districts.

2.62 Program organization shall be essentially the same as for other pupils of the same age in the same building. This applies to such matters as length of the school day, amount of participation in general school activities, and grouping of boys and girls in the same classroom.

2.621 In the elementary school the unit is primarily self-contained.

2.622 In the secondary school the size of the school and the number of Educable Mentally Retarded classes will determine specific organization within the building.

2.6221 In schools where several special teachers work in a departmentalized manner, each teacher shall have the equivalent of one special class as a full time assignment.

2.6222 In schools where one special teacher carries full responsibility, this teacher shall have one class group only. While not all pupils at this age level remain with the special class teacher all day, the teacher's responsibility is a full time one. No class shall be approved where two groups of children are assigned to one teacher for half-day programs.

2.63 Teaching organization shall resemble that for other groups in the same building as closely as possible.

2.631 In the elementary programs, the special teacher works with the children full time.

2.632 In the secondary programs all academic work, personal and occupational guidance shall be carried on in the special class(es) by the special class teacher(s). In addition, where pupils participate in portions of the regular program, the special teacher(s) have responsibility for coordination of the total instructional program for these children.

2.6321 Depending upon the capabilities of individuals in the special classes and upon available facilities within the secondary school, Educable Mentally Retarded pupils may participate with the general student body in selected academic and non-academic courses. Among these are: physical education, art, music, home economics, shop, beginning typing, driver education, arithmetic.

2.6322 Work experience programs in the senior high schools should be a part of the total curriculum offering for these students.

2.7 Equipment and Materials.

2.71 Equipment and materials shall at all times fit the maturity and interest levels of the children.

2.8 Teacher Qualifications.

2.81 A teacher shall meet all the requirements for certification as set by the State Board of Education for this area of specialization.

3.0 Programs for Speech and Hearing Therapy.

3.1 Eligibility.

3.11 A full time position in speech and hearing therapy may be set up on the basis of a minimum school enrollment of 1500. Evidence of need as determined by a survey conducted by the staff of a speech clinic or qualified speech and hearing therapist may be submitted to the State Supervisor of Speech and Hearing Therapy for approval of a full time position for a lesser enrollment.

3.12 School districts employing 8 or more speech therapists may designate one therapist as coordinator of the group for technical assistance and professional guidance. The case load of such person shall be correspondingly lowered.

3.13 Two or more districts may work out a cooperative arrangement for the employment of one speech therapist.

3.14 The number of centers in which a speech therapist works should be determined by the enrollment of the building and needs of the children. Four centers are recommended and the maximum shall not exceed 6.

3.15 Selection of children included in the program for speech therapy shall be made by the therapist since he has the training necessary to identify and diagnose speech and hearing disorders.

3.16 The bases for selection of children for speech therapy shall be:

3.161 Diagnostic speech test, including observation of the speech structures.

3.162 Audiometric test.

3.163 General examination by school or family doctor where indicated.

3.164 Psychological study when indicated.

3.17 Bases for selection of children for speechreading (lipreading) and auditory training shall be:

3.171 Individual audiometric test.

3.172 Otological examination (copy of report filed with the speech therapist)

3.173 Children whose hearing loss in the better ear ranges from 20 to 40 decibels in the speech range shall be eligible for speechreading (lipreading) and auditory training by the speech therapist.

3.2 Class Organization.

3.21 The case load of one therapist, who devotes full time to the program, shall be limited to a maximum of 100 children at any one time. The range may be from 75-100. The case load is determined by the number of children needing therapy, age and grade range of children, severity and type of disorder, as well as the travel time involved between schools.

3.22 For elementary children initially enrolled a minimum of two periods weekly shall be maintained until such time as good speech patterns are fairly consistently maintained. Children may be seen less frequently in the"tapering off" period. Periodic assessment of children dismissed as corrected should be made over a two-year period.

3.23 Children enrolled in junior and senior high school classes may be scheduled once a week. Twice weekly sessions are desirable where scheduling permits.

3.24 Children should not be dropped from therapy before optimum improvement has been reached as a means of serving more children than the program is designed to serve.

3.25 Length of Class Periods. A minimum of 30 minutes shall be required for children seen in groups. Individual lessons may be 15-30 minutes. If desired, junior and senior high school students may be scheduled for same length of time as regular classes.

3.26 Size of classes shall be limited to a maximum of 5.

3.3 Housing.

3.31 A quiet well lighted and well ventilated room with an electrical outlet shall be provided in each center where the therapist works.

3.32 The space in each center where the speech therapist works shall be provided with:
- 5 medium size chairs
- 1 table to fit chairs
- 1 teacher's chair
- 1 bulletin board
- 1 large mirror hung low or mounted on a standard so that teacher and children may sit before it.

3.33 School districts shall make available for the use of each speech and hearing therapist:
- 1 portable individual pure tone audiometer. Speaker attachment should be included in new equipment so that it may be used for auditory training.
- 1 file or cupboard which may be locked
- 1 portable tape recorder

3.4 Coordination Time.

3.41 One half day or equivalent time per week shall be allocated for coordination of the program.

3.5 Additional Teacher Qualifications.

3.51 Speech and hearing therapists shall be representatives of good speech, free from defects or distracting mannerisms. Hearing shall be within the range of "normal". They should be able to communicate effectively, both orally and in writing.

4.0 Program for Hard of Hearing Children

4.1 Eligibility.

4.11 Any educable child of school age with a hearing impairment, ranging from mild to moderate in the speech range (40 decibel loss or more in the better ear), shall be eligible for placement in a class for the hard of hearing. The sense of hearing though defective, should be functional with or without a hearing aid. The criteria of degree of loss is important but should not supersede the consideration of the child's ability to use speech and language.

4.12 The selection of any child for a class for the hard of hearing shall be determined upon the basis of physical, mental, social and emotional readiness after complete reports from the otologist, audiologist, and school psychologist are available.

4.13 Children placed in classes for the hard of hearing should be re-evaluated each year.

4.2 Assignment.

4.21 The superintendent of the school district is legally responsible for the assignment of pupils to a special class. He may appoint one individual in a school district to assume the responsibility for the child's assignment. The person so designated should ascertain that the child's educational needs are being met.

4.22 Recommendation for admission and dismissal from a class shall be determined by a conference of and/or reports from qualified professional people who should consider cause, type, degree of impairment and age at onset, the child's ability to use speech and language and other educational needs.

4.3 Class Size and Age Range.

4.31 Classes shall enroll a minimum of 7 and not exceed a maximum of 10 pupils.

4.32 Enrollments should be determined upon chronological age and/or grade level.

4.33 The age and/or grade range should represent not more than four years.

4.4 Housing.

4.41 Classes for the hard of hearing shall be housed in regular public school buildings.

4.42 Classrooms should meet all the standards for classrooms housing physically normal children of the same age.

4.5 Equipment and Materials.

4.51 Every classroom for hard of hearing children should be equipped with a group hearing aid with a sufficient number of head phones to serve the class. Arrangements shall be made to keep this instrument in repair.

4.52 Record player and records for auditory training should be available for use.

4.53 A large mirror should be available for use during speech periods.

4.6 Program.

4.61 The educational program for hard of hearing children shall be that provided for children of comparable age and ability. In addition to the basic program these children need to learn special skills to compensate for their hearing impairment.

4.62 When consideration is to be given for the hard of hearing child's assignment for any part of the day in a class with hearing children, the person in charge of the program locally shall consult with the principal of the building, the classroom teacher to whom the child is to be assigned, and the teacher of the hard of hearing.

4.7 Curriculum.

4.71 The curriculum for hard of hearing children shall be the same as that required of other children of comparable age and/or grade level.

4.72 Curriculum for hard of hearing children shall include, in addition,

4.721 Auditory training

4.722 Lip reading

4.723 Speech correction and/or improvement

4.724 Language development

5.0 Programs for Deaf Children

5.1 Eligibility.

5.11 Any educable child, age three or over, with a hearing impairment ranging from moderate through severe in the speech range (60 decibels or more in the better ear), shall be eligible for placement in a special class for the deaf. The impairment may date before the age at which speech is normally acquired and/or the age when language is learned in the ordinary ways of normal hearing children.

5.12 Determination of eligibility shall be in terms of physical, mental, social and emotional readiness on the basis of the complete findings of the otologist, audiologist and school psychologist.

5.13 Children placed in classes for the deaf should be re-evaluated each year. The otological, audiological, psychological, achievement and reading test findings should be reviewed and the child placed in the educational program on the basis of these.

5.2 Assignment.

5.21 The superintendent of the school district is legally responsible for the assignment of pupils to a special class. He may appoint one individual in a school district to assume responsibility for assigning children to a special class.

5.22 Recommendations for admission and dismissal from a class shall be determined by a conference of and/or reports from qualified professional people who should consider cause, type, degree of impairment and age at onset, mental maturity, social adequacy and the educational needs of the child.

5.3 Class Size and Age Range.

5.31 All programs from pre-school through high school shall have a minimum class size of 7 and maximum of 10.

5.32 The maximum number of pupils that may be enrolled should be determined on chronological age range and/or achievement level.

5.33 The age range and/or the achievement level should not represent more than four years.

5.4 Housing.

5.41 Classes for the deaf should be housed in regular school buildings in which corresponding age children are housed or a special public school.

5.42 Adequate housing should take into consideration the age of the children.

5.43 Classrooms should be large enough to provide accommodations for special equipment and teaching materials used in instruction.

5.5 Equipment and Materials.

5.51 Classrooms for the deaf should be provided with desks, tables, chairs and other equipment similar to that found in classrooms for hearing children of comparable age.

5.52 Each classroom should be equipped with a group hearing aid and enough head phones for each member of the class. Arrangements shall be made to keep them in good repair.

5.53 A record player and suitable records should be available for use.

5.54 A large mirror should be available for use during speech periods.

5.6 Program.

5.61 The educational program should attempt to meet the needs of the deaf child by providing basic skills in lip reading, speech, language development, auditory training and reading in order to prepare the child for subject matter content which he will be expected to master.

5.62 When consideration is to be given for the deaf child's assignment for any part of the day in a class with hearing children, the person in charge of the program locally shall consult with the principal of the building, the classroom teacher to whom the child is to be assigned, and the teacher of the deaf. This will help to insure the child's ability to achieve in the class and to unify the thinking of all who are responsible for preparing a child to take his place in the society in which he lives.

5.7 Curriculum.

5.71 The curriculum adopted for hearing children in the district maintaining classes for the deaf should be used with deaf children insofar as it meets their educational needs.

5.72 Teachers of the deaf should make adjustments in the established curriculum as are needed to meet the group and individual requirements of the chuldren in the class being taught.

5.73 Teachers of the deaf should follow outlines and/or special courses of study for the deaf in their daily program planning.

6.0 Program for Crippled or Chronically Ill

6.1 General.

6.11 In addition to the general provisions, a special education class for occupational therapy or physical therapy may be approved only within the standards listed herein.

6.12 A special education class for crippled children may be approved for instruction in hospitals.

6.2 Eligibility.

6.21 A child who has a congenital or acquired physical disability.

6.22 A crippled child of school age with sufficient intellectual development to be capable of being educated.

6.23 Determination of eligibility of a child for a special education unit for crippled shall be based on the current medical report of a qualified physician presently treating the crippling condition and the physical and mental readiness of the child to benefit from instruction.

6.3 Assignment of Children.

6.31 The placement of pupils in a special education class for crippled children and the transfer from the class shall be the responsibility of the superintendent of schools (district maintaining unit) or a staff member designated by him. This professional staff member shall be some one other than a teacher or therapist.

6.32 The person assigned the responsibility for placement of crippled children shall keep records and the supportive physical and mental data used as a basis for eligibility for placement and for transfer.

6.33 This person shall provide such records and data to the school receiving the child when transfer is made to regular, home instruction, hospital or other school program.

6.34 The readiness for transfer from the special education unit should be determined by agreement of the pupil's physician, teacher, therapist and other school personnel.

6.4 Unit Size.

6.41 The minimum number of pupils in a special education class for crippled children shall be 8.

6.42 Single grade units should not exceed 20.

6.43 Two grade classes should not exceed 16.

6.44 Classes of more than two grades should not exceed 12.

6.45 The minimum size of an occupational therapy or physical therapy class shall be determined by the needs of the pupils enrolled in the public school program.

6.5 Housing.

6.51 Special education classes for crippled or chronically ill children shall be located in a regular public school building housing corresponding grades, or in a special public school.

6.52 The building entrance shall be at ground level or equipped with a ramp.

6.53 Class, treatment and cot rooms shall be located on the first floor of the building unless elevators are available.

6.531 These rooms should be in the central part of the building near adequate exits.

6.532 Entrances shall be at floor level, wide enough to admit wheelchairs and fitted with doors that can be easily operated by the children.

6.533 Class and treatment rooms shall be at least as large as regular classrooms in the building and must meet physical standards for all classrooms.

6.534 There shall be within these rooms or easily accessible to them, adequate storage space for special equipment.

6.535 Each physical therapy room shall include curtained or screened sections to provide privacy for individual pupils.

6.536 There shall be an adequate hot water supply for all occupational and physical therapy units.

6.537 Cot rooms shall provide adequate space for rest facilities. They shall be properly ventilated and include window shades to insure light control.

6.54 Lunchroom facilities shall include furniture, tools and equipment suitable to the individual needs of the children.

6.55 Suitable drinking fountains and toilet facilities must be located within easy access for all children.

6.551 Toilet rooms shall be equipped with grab-bars and other facilities necessary to the safety, privacy and individual needs of the children.

6.552 They shall provide at least one stall designed to accommodate a wheel chair.

6.553 Special ventilation facilities shall be provided when indicated.

6.56 All floors in special education classes for crippled children shall be free of excessive wax or oil, providing non-skid surface.

6.57 Adequate play area in size and location shall be provided.

6.6 Program.

6.61 The course of study followed in the special education class for crippled children shall be the same as in regular grades, modified to meet the physical limitations of the children.

6.62 The schedule for each child shall be based on his physical condition, academic level and treatment routine.

6.63 Special education classes for occupational and physical therapy shall provide treatments when prescribed in writing by the attending physician and observation of pupils as recommended by him. This physician must be licensed to practice medicine and surgery in the State of Lafayette.

6.631 Individual prescriptions signed by the physicians shall be kept on file in these units.

6.7 Equipment and Materials.

6.71 All special equipment, furnishings and materials necessary for the instruction, safety and treatment of crippled children shall be provided.

6.8 Qualifications for Ancillary Personnel.

6.81 Occupational therapists, and physical therapists shall meet the requirements for certification set by the State Board of Education for their particular area of specialization.

6.82 Occupational and physical therapists in special education programs for crippled children shall be under contract to the board of education maintaining the programs.

7.0 Programs for Partially Seeing Children

7.1 Eligibility.

7.11 Children having visual acuity of 20/70 or less in the better eye after correction, or children who cannot read smaller than 18 point print at any distance.

7.12 In the opinion of the eye doctor they can benefit from either temporary or permanent use of appropriate special facilities, and if their intellectual development is such that they are capable of being educated through a program adjusted or modified to meet their needs.

7.2 Assignment.

7.21 The placement of children in special education classes for partially seeing, and transfer from the program shall be the responsibility of the superintendent of schools (district maintaining class) or a staff member designated by him. This professional staff member shall be someone other than a teacher.

7.22 The person assigned the responsibility for placement of partially seeing children shall keep records and the supportive physical and mental data used as a basis for eligibility for placement and for transfer.

7.221 This person shall provide records and data to the special education teacher.

7.222 This person shall provide such records and data to a school receiving the child when transfer is made to another program.

7.3 Class Size

7.31 The minimum number for the establishment of a resource room for partially seeing shall be ten.

7.32 The minimum number for an itinerant teaching class for partially seeing shall be determined by the needs of the district.

7.4 Housing.

7.41 The classroom where these children receive special instruction shall meet the standards for a regular classroom and shall include the extra equipment and furnishing necessary for the instruction of partially seeing children.

7.42 Rooms used for special instruction of partially seeing children on the itinerant program shall be adequate to meet the needs of the child and the special teacher.

7.5 Program.

7.51 Partially seeing children in a resource program in the public schools shall work as much as possible in the regular classrooms with children of their own grade level, returning to the resource room for needed help and materials.

7.52 Partially seeing children on the itinerant program shall work in the regular classroom, except for scheduled periods with the special teacher. Programs shall be arranged on the basis of individual visual abilities, limitations and needs of the children.

7.53 Program planning for teachers of partially seeing children in the public schools shall include time for:

7.531 Teaching.

7.532 Counseling.

7.533 Planning and preparing materials.

7.6 Equipment and Materials.

7.61 Text books used in regular grades and corresponding texts in large type shall be provided for the use of partially seeing children.

7.62 Any special equipment and materials necessary to the education of partially seeing children shall be provided.

8.0 Programs for Blind Children

8.1 Eligibility.

8.11 Children who have no vision. Report from eye doctor verifying the condition.

8.12 Children whose eye condition is such that they cannot use vision as their chief channel of learning.

8.13 Blind children of school age with an intellectual development such that they are capable of being educated.

8.2 Assignment.

8.21 The placement of a pupil in a special program for blind and the transfer from the program, is the responsibility of the superintendent of schools (district maintaining program) or a staff member designated by him. This professional staff member shall be someone other than a teacher.

8.22 The person assigned the responsibility of placement of blind children shall keep records and the supportive physical and mental data used as a basis for eligibility for placement and transfer.

8.221 This person shall provide such records and data to the special education teacher.

8.222 This person shall provide such records and data to the school receiving the child when transfer is made to any other program.

8.23 Placement of a child in a special program for the blind shall be based on consideration of the physical and mental readiness of the child to benefit from instruction, and the annual eye report.

8.3 Class Size.

8.31 The minimum number for establishment of a resource room for blind children shall be five and a maximum of ten.

8.32 The minimum size for an itinerant teaching program for blind children shall be determined by the needs of the district.

8.4 Housing.

8.41 A special education class for blind children may consist of a resource room in a public school building, or five or more blind children in regular classrooms, served by an itinerant program.

8.42 The classrooms where these children receive special instruction shall meet the standards for a regular classroom and provide the extra equipment and furnishings necessary for the instruction of blind children.

8.43 Rooms used for special instruction of blind children on the itinerant program shall be adequate to meet the needs of the child and the special teacher.

8.44 Storage space shall be adequate for the materials and equipment needed in the special classroom.

8.45 Storage space shall be arranged so that blind children can use it easily.

8.46 Adequate storage space shall be provided for the use of the itinerant teacher.

8.5 Program.

8.51 Blind children in a Braille resource program in the public schools shall work as much as possible in the regular classrooms in the school, with children of their grade level, returning to the resource room for training in Braille skills.

8.52 Blind children on the itinerant program shall work in the regular classroom except for periods of special instruction provided by the special teacher.

8.53 Program planning for all blind children in the public school shall include time for:

8.531 Teaching of Braille skills.

8.532 Teaching of typing.

8.533 Travel training.

8.6 Equipment and Materials.

8.62 Special equipment such as Braille slates, Braille writers, arithmetic boards, typewriters, and Talking Books shall be provided.

9.0 Programs for Home and/or Hospitalized Children.

9.1 Home and/or Hospital Instruction.

9.11 Eligibility.

9.111 Home and hospitalized instruction is approved for children who are physically unable to attend school even with the aid of transportation.

9.112 Home and hospitalized instruction is approved for one hour each day a child is physically unable to attend school.

9.113 Home and hospitalized instruction is approved for educable children who are capable of profiting from a formal educational program.

9.114 Children must have a mental age of not less than 6-0 years to be eligible for home or hospitalized instruction services.

9.115 Telephone instruction may be approved. This service is approved on the same basis as the regular home and hospitalized instruction program.

9.116 Short time instruction will not be approved. If a pupil is to be out of school for three weeks or more, local arrangements for his home or hospitalized instruction should be made.

9.12 General Information.

9.121 The superintendent of schools or a professional staff member so delegated must sign all applications for home instruction. Sufficient information concerning each child should be available for the school administrator to determine the validity of each application before it is forwarded to the Bureau of Special Education.

9.122 The Bureau of Special Education has authority to certify only the excess costs on home instruction which is provided throughout the regular school year, and is approved in advance. The usual 50% reimbursement will apply for all costs of instruction. Approval is issued for only the current school year. A child must be re-examined medically and recommended for such instruction each year.

9.123 The teacher employed by a board of education for home instruction shall hold Lafayette teacher's certification.

9.13 Data to be Submitted.

9.131 A psychological examination to determine ability to profit from a formal academic program is required for all children in the first grade, for older children who have not been in school, and for children retarded in grade.

9.132 The medical section of the application blank must be filled out and signed by the licensed physician who is presently treating the child for whom the home instruction is being requested.

9.133 All application forms for home instruction shall be completed in full and submitted to the Bureau of Special Education in duplicate.

9.134 Application for telephone instruction should be submitted on the regular home instruction forms.

10.0 Program for Trainable Mentally Retarded Children (Added July 1, 1956)

10.1 Eligibility.

10.11 Children shall be in the general intelligence range of 30-50. They must also be of legal school age in the district operating the class, and must have sufficient maturity to permit adjustment to general school routines.

10.12 Intelligence level is determined through an individual examination by a qualified psychologist. It is expected that the psychologist will use supplementary measures whenever need for these is indicated.

10.13 A copy of the psychological report shall be made available to the classroom teacher.

10.14 Children placed in Trainable Retarded classes shall be re-examined periodically. Initial test results which are more than three years old shall not be used for continued placement.

10.2 Assignment of Pupils

10.21 The superintendent of schools legally assigns an eligible pupil to the trainable class(es) within his district. He may delegate this responsibility to a professional staff member, other than the special class teacher, who follows through on placement in, and transfer from, the special class(es).

10.3 Class Size.

10.31 Maximum class size for a trainable class shall be 12 children.

10.32 Maximum class size shall be adjusted downward for individual classes at any age level where pupils with multiple handicaps are enrolled.

10.4 Age Range.

10.41 There shall not be a spread of more than six calendar years between the oldest and youngest pupil in a class.

10.5 Housing.

10.51 Classes should be located in school buildings with other pupils of comparable age. Classes housed in separate buildings may be operated by the school district with approval by the State Department of Education.

10.52 A trainable class shall have a room comparable in size and desirability to regular classrooms provided for full class groups.

10.6 Organization.

10.61 Two or more small school districts may combine resources in order to provide adequate facilities for all trainable retarded pupils in the cooperating districts.

10.62 School districts and county superintendents of schools may contract with sheltered workshops and other work establishments approved for supervised occupational training of physically handicapped and mentally retarded minors, and reimburse such sheltered workshops and establishments for the expenses incurred in the training of such minors.

10.7 Equipment and Materials.

10.71 Equipment and materials shall at all times fit the maturity and interest levels of the children.

10.8 Ancillary Personnel.

10.81 In classes for trainable mentally retarded a necessary teacher aide shall be responsible for assisting with the physical care of the children and for other non-teaching duties as the teacher may assign. In classes for the trainable mentally retarded where a full time teacher aide is employed, enrollment may be extended to a maximum of 15 pupils provided that the facilities are adequate to accommodate this number of children.

APPENDIX D

EXCERPTS FROM ADMINISTRATION AND SCORING MANUAL
SPECIAL EDUCATION ADMINISTRATION
TASK SIMULATION GAME

SEATS GAME

INSTRUCTOR'S MANUAL

Introduction

(To be used to introduce participants to
the materials and procedures)

The Special Education Task Simulation Game has been developed with the intent of providing a standardized experience which a group of students can share in common and, therefore, compare various approaches to dealing with everyday problems which typically confront the administrator in this field. In real life, no two persons can hold exactly the same position at the same time. Therefore, no two persons can be said to have had exactly the same experiences. Varying situations bring about a variance in appropriate methods of dealing with problems. Through simulation, all the members of a group can begin equally, in terms of the amount of information known that will have a bearing on decisions made, and after having faced the problems and made the decisions, all the individuals can participate in a consideration of the pros and cons about the handling of each case.

In order to play the SEATS Game, some ground rules must be understood in advance.

1. There will be no academic grade earned in connection with the performance on the simulation game. Therefore, everyone should feel free to participate as freely as they see fit with the knowledge that value judgments upon them as performers in the game will not be forthcoming.
2. The performance of each individual on each situation may be subject to discussion and consideration by the remainder of the group if by so doing it will provide general enlightment and instructional benefit to the group as a whole. Therefore, an advance agreement will be necessary to not be "sensitive" about having one's responses discussed openly.

3. Simulation, as a technique, is optimally profitable if the participants can "play the role" as completely as possible and if the mode of presentation of the situations and response to them can be made as realistic as physical conditions will permit. It is, therefore, important that each participant, during the playing of the games, really becomes "Lee Blank, the newly appointed Director of Special Education for the Dormit Central School District." In responding to the situations, do not say, "Lee should do this," but rather say, "I will do or did do this." Likewise, in signing memos, letters, etc., do not sign your own name, but rather, sign "Lee Blank." In answering the telephone, do not say, "This is Mary Jones," but rather say, "This is Lee Blank." Do not say, "In this situation I think I would . . . ," but rather say, "I will do this."

4. In handing in written materials, each participant will have a code number assigned which will be the same as the phone number on your desk and will be used for identification purposes of both written and audiotaped materials.

5. Certain materials will be kept for your reference during the course of the workshop while other materials will be designated to be handed in at the close of each work session. None of the materials may be permanently kept.

6. In the Packet A, orientation, most of the material is purely for information purposes. However, you will find that among the four items included with the booklets, there are some communications which may suggest an answer. You should determine whether you feel that a response would be appropriate or not and, if appropriate, make a response by writing a memo or letter, by perhaps making a note to yourself which could be used in an oral discussion with someone, or by making notes which would be used for a telephone conversation which you might later

have, etc. In some situations, it is appropriate not only to make plans but to augment your plans with written outlines, lists, and notes in general.

7. Each item in the various packets which may possibly call for a response carries a code number such as A1, A2, marked in the lower lefthand corner of the communication presenting the situation. In responding to each item, you should attach, with a paper clip, whatever memos, letters, notes, etc., indicate your response, and at the end of the work session, turn in the packet envelope containing all the items. Each response should contain the code letter (A2, B6, etc.) in the lower lefthand corner and should contain your individual code number (phone number) at the top. In the A packet, those items which you feel require no response but provide information only may be retained along with the other booklets for your future reference in dealing with the succeeding packets. Since you will wish to keep the Packet A envelope for storing this reference material, you will be provided with an extra envelope tomorrow in which to submit any responses you wish to make to the Packet A items.

Now, to get into character. You are a person named Lee Blank, (Mr., Miss, or Mrs., as you wish). Your background of experience and training is known only to you, but somehow or other you have qualified for employment in a newly created position, Director of Special Education in the Dormit Central School District in the state of Lafayette. It is now August 15 of whatever year you choose and you have just moved into town and have just found your office in the Central Administration Building of the Dormit Central School District. You have visited the area once before last spring when interviewing for the position. At that time you met a number of people and took a tour through the city and the district in order to see the special education facilities for which you are now assuming some responsibility, but you do not know very much about your new job nor about the new community in which you will be working. However, some of the persons with whom you will be working have been thoughtful of your situation and a number of steps have been taken to get you oriented as soon as possible. On August 15 you have come by your office in the afternoon, primarily to unload some books and professional materials for which there was no room in your new home while unpacking. Also, you wanted to check on what you should be doing tomorrow, your first full day on the job.

While in the office, you find that your secretary, Sally, who has worked in the district for some years and has previously been a general secretary to the Department of Elementary Curriculum, has placed on top of your desk a number of communications, booklets, etc., which have been accumulated by your colleagues to assist in your orientation. While you only have a few minutes to look at these materials now, you will be able to take them home overnight to study and become more fully acquainted.

We are all expecting great things of you, Lee, and we certainly are glad to have you aboard and will look forward to working with you as things get underway.

Procedure Following Packet A

Assuming participants have had the Packet A materials for over-night study and that time will permit general discussion of impressions gained from such study, two additional items should be introduced before discussion.

The slide pack "A Tour Through Dormit" with accompanying tape recorded commentary should be used to reinforce information introduced in Packet A. The commentary begins with the first slide in view and the thumping noise on the tape indicates a slide change.

Following the "Tour" a discussion to clear up uncertainty regarding any factual material is advised. Transparencies for overhead projection of maps, organization charts, etc. may be helpful. General discussion of roles, Lee Blank's and others', is useful at this point.

The tape recorded discussion "Coffee Room No. 1" should be played at this point to provide additional familiarity with key personalities in Lee Blank's simulated environment.

Discussion of items from Packet A requiring participant response will be appropriate before proceeding to Packet B.

Introduction to Packet B

You have now been on the job a month and a half and school has been in session for nearly four weeks. No major crisis has befallen you and you are becoming fairly well acquainted with the other central office personnel, the administrative staff of the school district, and the teachers and other specialists within your own special education area. At least, you now know where your programs are, how they are staffed, and you have had an opportunity to assess some of the strengths and weaknesses of the special education program in Dormit.

It is now September 30 and you have been away from the office for two days to attend the conference at the State University. Therefore, when you arrive back at your desk you find that a considerable pile of materials has accumulated in your In-basket. You have a couple of hours free in which to work on these materials, to write answers in the form of memos or to rough out letters to be typed by your secretary or to make rough notes of what you will be saying if you choose to telephone someone, etc. Remember in responding to each of the items to actually do what you would do. If writing a memo, don't say what you would write--write it. After making your response to each item, then, make the summary notes on your reaction form.

The purpose of the reaction form is to provide us with a brief report of actions taken and to indicate the order in which you have chosen to react to the various items in the packet. Therefore, be sure to number sequentially the additional reaction forms you use as you proceed through the work session. The "Why" column of the form should be used to indicate why you believe the particular action you have taken to be appropriate.

Introduction to Packet C

You have now been on the job for over six months and have been working with a relative degree of harmony and success with your new colleagues. You have had a chance to inspect and evaluate a number of your programs but have not yet made any formal teacher evaluations nor have you made any major changes in the organizational structure of your program in the district.

It is now getting on toward the time when some formal observations of teachers will be in order if you are going to play a part in the evaluation of personnel. You and others in the district have responded to the new legislation in the state of Lafayette pertaining to programs for emotionally disturbed children and have been making some rather tentative plans for the Dormit District's involvement in such programs. However, you now need to formalize these tentative plans. No decisions have yet been made as to precise physical location or the specific type of program organization, but some definite procedures have been established for at least surveying the district and screening to locate children potentially eligible for such a program.

It is now February 15 and since the district has been rather generous about sending you on professional conferences, you have been out of town for three days. As you come back to your office, you find the inevitable pile of materials which have accumulated in your In-basket. You have two hours work on these before going on to a series of other appointments that will take the rest of the day. It would be wise to handle as many of these items as possible while they are still hot.

Classroom Observation Films

It is suggested that the most appropriate utilization of the classroom observation films SEATS No. 1 EMR Class, and SEATS No. 2 ED Class will be in conjunction with Packet C and before Packet D.

SEATS No. 1 should be presented as a visit with Miss Pucci, who is a first year teacher in a primary EMR class at Adams School. If simulated supervisor-teacher conferences are arranged to follow this observation, or if formal observation systems are to be utilized, preparations for such activities should be made before using the film.

SEATS No. 2 should be presented as a visit to the North Side School District's program for Emotionally Disturbed Children, where Miss Argay is observed in her class in order to determine whether a special class program of this sort is what is being visualized for the future in Dormit.

Introduction to Packet D

You are now nearing the close of your first year in your new position. In the time which has intervened since the last packet, Mr. Sullivan has left the TMR program and you were fortunate to find a new person, Mrs. Austin, to finish out the year in that program. You have observed her work a few times, but will need to get in for another observation before the end of the year.

Plans for the new program for emotionally disturbed have proceeded and it has been determined tentatively that two classes will be placed at the Lincoln Elementary School next year. As an effort to avoid unfavorable stigma, the program has been identified as "The Learning Disabilities Program." There has not yet been official board approval for the program, but everything is well mapped out and there should not be too much trouble getting final approval. Screening of children for the program has proceeded and a number of children have been definitely identified for placement in the two classes. Some additional selections are to be made and it is probable that final decisions on some of the children will not be completed until after school starts in the fall.

As you approach the end of the year, a number of questions will be raised as to future placement of other children in various programs. This will also entail some observation visits on your part to various programs for which you have responsibility.

Before beginning the next packet, additional background information ("Overheard Conversation #2") on audio-tape may be helpful.

It is now May 15 and at this time of the year you do not have to be away from the office for two days in order to have a large accumulation of communications in your In-basket. Each day brings forth a large new batch. Here they are.

Classroom Observation Film

Between Packets D and E will present the most appropriate time for utilizing the films SEATS No. 3 TMR Program, SEATS No. 4 Aurally Handicapped Class, and SEATS No. 5, Integrated Class for Visually Handicapped.

SEATS No. 3 should be presented as a chance for observation of the TMR Program in general, and the new teacher who has recently joined the staff, Mrs. Austin.

SEATS No. 4 should be presented as a visit to the Norbridge School in the Schuyler School District, where the Aurally Handicapped program serves a few children from Dormit, and with which Lee should be acquainted in order to better evaluate continued placement of certain children who may come up for consideration before next school year.

SEATS No. 5 should be presented as a visit to the Templeton School in Metropolis, where some blind children have been gradually integrated into classrooms with normal children, and in which a Dormit child is so placed. The visit is largely to provide Lee with an up-to-date impression of how the child is progressing, should questions as to continued placement arise.

Introduction to Packet E

Your second school year in Dormit is well underway. The two new LD classes have been established at Lincoln School and children have been gradually added to the initial small group in each class until both classes are almost up to their maximum capacity. The two new teachers in this program, Miss Ann Dayton and Miss Audrey Green, have been getting along quite well and the principal at Lincoln, Joyce Christy, has managed to tolerate the strain which the classes impose so far. In the TMR program, you have been successful in getting two of the older children moved to the sheltered workshop in Metropolis.

By this time, many of the problems that would have distressed you a year ago have become routine, but even routine problems require time to handle. You have become aware of an inverse relationship between the age of a special education program and the amount of attention it demands. For the immediate future, it appears that the LD program will demand much of your time and effort.

It is now October 15, a typical day at the office.

Rules for Scoring Interactions in Item Responses

Responses to each item should be examined by considering both the written or oral communication itself, whether addressed to another person or in the form of notes to self, and the statements on the reaction forms.

Rule 1. Each item must be scored on either levels CC and PS, levels CP and PS or on all three levels.

Level CC Communication completed--score here for memos or letters written.

Level CP Communication planned--score here for memos and letters mentioned on reaction form as to be written but not yet completed, phone calls and face to face conferences planned, meetings planned, whether definitely scheduled or merely alluded to.

Level PS Problem solving--score here to describe interactions that have played or will play a part in the process of reaching a final decision or solution regarding the main problem presented by the item.

Rule 2. Every item will be scored on one of the following categories (a, b, c):

Level CC	Level CP	Level PS
a--Independent*	Independent**	Independent
b--Dyadic	Dyadic	Dyadic
c--	Team	Team

Rule 3. Items scored above will be scored on the same levels below as either:

d--Intra-departmental
e--Inter-departmental
f--Extra-organizational

Rule 4. Items scored above will be scored on the same levels below as either:

g--Multi-disciplinary (either inside or outside the department or organization) h--Instructional only (either inside or outside the department or organization)

or left blank when involving persons in none of these disciplines (parents, business departments, secretaries, etc.)

Rule 5. Items scored on (d) Intra-departmental and (e) Inter-departmental above will be scored on the same levels below as either:

i--Horizontal
j--Vertical

Note: Items scored under rules 3,4,5, will be only those levels used under Rule 2.

Rule 6. Criteria for categories (a) thru (j) are as follows:

a--INDEPENDENT--Actions taken or decisions reached by the Director of Special Education alone. Score here when no evidence exists of any interaction playing a part in problem solving.

b--DYADIC --Any interaction involving the Director of Special Education and one other person. A meeting of a group in which communication is largely one way from S. is scored here.)

c--TEAM --Any interaction involving three or more persons simultaneously, e.g. a committee. Include both actions taken and actions proposed. Discussion and participation must be implied to be scored here.

d--INTRA-DEPARTMENTAL--Any interaction involving personnel in a line dimension with the Director of Special Education and subordinate staff dimension. (e.g. all Special Education personnel and includes Asst. Supt. Inst., Supt., and members of Board.)

e--INTER-DEPARTMENTAL--Any interaction involving personnel in another department of the school system (e.g. elementary, secondary, pupil personnel, budget, etc.)

f--EXTRA-ORGANIZATIONAL--Any interaction involving persons outside of the school district. (e.g. parents, other lay or professional personnel in community agencies or other school districts.)

g--MULTIDISCIPLINARY--Any interaction involving a discipline other than instruction, inside or outside the organization.

Disciplines are:

1. Psychology (school psychologist, Director of Pupil Personnel, guidance counselors, community agency psychologists, rehabilitation counselors)
2. Medical (school nurses, any physician, psychiatrist, physiotherapists, occupational therapist, audiometrist)
3. Social work (welfare and attendance, community agency social workers, juvenile court, probation staff, etc.)

h--INSTRUCTIONAL--Any interaction involving only personnel within instruction; e.g. teachers, principals, instructional supervisors, etc. (Includes Asst. Supt. for Inst., and Supt.)

i--HORIZONTAL --Any interaction involving those personnel within the district with the title of Director or Principal. (e.g. Director of Elementary Curriculum, Director of Pupil Personnel, Elementary Principal, Secondary Principal)

j--VERTICAL --Any interaction involving those personnel within the district with a title other than that of Director or Principal (e.g. Superintendent, Asst. Supt., Instruction, psychologist, teacher, secretary, custodian, etc.)

Rule 7. There may be more than one interaction per item, e.g. one memo to a teacher, another to a parent, etc.

Rule 8. However, one memo, duplicated and disseminated to all members of any group is scored as one dyadic.

Rule 9. Dyadic scores on level CC or level CP will also be dyadic on level PS, if interaction (discussion and participation) is in evidence. When such an interaction serves only to allow the subject to inform or give direction regarding solutions or decisions previously arrived at, the level PS score will be independent.

Rule 10. Team scores on level CP will be scored as team on level PS also if interaction (discussion and participation) is in evidence. When such meetings serve only to allow the subject to inform or give direction regarding solutions or decisions previously arrived at, the level CP for that meeting is one dyadic (even though multiple dyads exist), and level PS will be independent.

Rule 11. No time sequence is necessarily implied between level CP and level PS. Solutions determined by PS may be a result of interactions at CP, or interactions at CP may be for the purpose of disseminating information about solutions reached at PS level.

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*Note to self only

**Scored when reminder procedure ("tickler file") is set up.

APPENDIX E

SELECTED SAMPLES OF WRITTEN IN-BASKET ITEMS FROM THE SPECIAL EDUCATION ADMINISTRATION TASK SIMULATION GAME

RETARDED CHILDREN
CAN BE HELPED

Southern Jackson County Chapter
ASSOCIATION FOR RETARDED CHILDREN
Post Office Box 25
Dormit, Lafayette
--- A United Fund Agency ---

Executive Office 445-7312

September 29,

Mr. Lee Blank
Director of Special Education
Dormit Central School District
Dormit, Lafayette

Dear Mr. Blank:

The Dormit Chapter of the National Association for Retarded Children is pleased with the educational considerations that have been given to our children. For years, along with struggling to persuade the administration to establish adequate classes for retarded children, we have also consistently voiced the need for the services of a supervisor or director of special education. We are happy to see our dreams and hopes finally coming to fruition.

We are, however, concerned as to the double standard of graduation procedures practiced at the high school level. There have only been a few students that have reached that point so far but when a special education student has completed his high school program, he does not receive a diploma or any form of certificated recognition. With retarded children being so prone to "drop out" certainly those who do complete the program should be rewarded as are the regular children. The value of a diploma has been argued pro and con by many factions in our community. The argument usually comes back to our original premise that if a high school diploma serves no other purpose than to psychologically motivate the regular student, then a retarded student should have the right to the same motivation.

At our last ARC meeting, it was unanimously agreed that our concern for this injustice should be brought to the attention of the school district administration; We are preparing a statement to be presented at the next meeting of the district Board of Education. We would hope that you could attend and act as a resource person in our behalf.

You might like to know that we approached Mr. Statano on this last year and while he did not give us an outright "no" he effectively put us off and I understand that no further consideration has been given to the matter. I hope you can help us in this regard.

Sincerely,

Helen Fredrickson

(Mrs.) Helen Fredrickson, Chairman
Dormit Association for Retarded Childre

Member, National Association For Retarded Children

-2-

DORMIT CENTRAL SCHOOL DISTRICT
INTER-OFFICE MEMORANDUM

TO: Lee Blank **DATE:** Sept. 28

FROM: Chris Jensen, Transportation Manager

I think you are aware that our moving the TMR program from the old church parsonage to the West Side School last spring, and the expansion of that program has caused us some transportation difficulties that we had not had before. The boss says we simply can't afford any additional equipment this year but as you have added kids to the TMR class this fall, our scheduling problem has worsened with every kid.

I have come up with an idea that may take care of things nicely however, if it is okay with you. Since the West Side School is over in the same general direction that our other bus goes which picks up the hard of hearing kids to go to Norbridge, we could, by making a few adjustments, combine those two bus runs, drop off the TMR kids at West Side and continue on over with the hard of hearing kids in time for them to get them to their program at Norbridge. This would maybe mean dropping the kids off at West Side a little earlier than they have been getting there but I think that the teachers are always there in plenty of time anyway.

It would not only save some mileage costs but I think it would make a better schedule for both the TMR and hard of hearing kids as far as their pick-up time from home is concerned. Let me know what you think.

Chris

3-16

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: Lee Blank **DATE:** Feb. 12

FROM: Ben Statano, Superintendent

Some of the fellows on the Program Committee at the Chamber of Commerce have asked me if we might present a luncheon program to them in the near future dealing with the need for and status of a work experience program. One of them particularly was interested in what was being done with mentally retarded kids. I grabbed at the chance since I know from some of our recent discussions that you folks in Special Education have been interested in selling that sort of thing to the public in Dormit.

Usually, on something like this, I like to involve the grass roots personnel as much as possible, but, as I understand it, Mabel Underhill has been the main person promoting this program since Harry Oliver (the first EMR teacher at South High) left the district. I feel just a bit apprehensive about Mrs. Underhill's presenting anything to a group like the C of C though she undoubtedly knows the program more intimately than either you or John Strong.

I'd like your recommendation on who should make the presentation. Whoever does it ought to send me a brief outline of what is going to be covered in the talk ahead of time. Work it out whichever way you wish and let me know before next Friday so I can confirm the date.

BRS

C-3

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: Mr. Lee Blank **DATE:** February 11

FROM: Mr. Marvin Reed, Principal
Harrison School

I have been working on my probationary teacher evaluations and it has occurred to me to ask just who is responsible for evaluating the Speech Therapist who works in my building. They never have been very clearly defined before but now that your position exists and as I understand it, they are under you, I would like to know my responsibility.

This never has been a concern before to me but since the new person has been assigned to my building this year, I have felt not entirely satisfied with the way she conducts her program. I don't claim to know anything about how speech therapy is supposed to work but Mrs. Matson seems grossly disorganized to me and her schedule seems to have both the teachers and children pretty mixed up.

In the case of psychologists who work in our building, I don't know who, if anybody evaluated their work. I know I never had a chance to express myself on it.

C-5

DORMIT CENTRAL SCHOOL DISTRICT

INTER-OFFICE MEMORANDUM

TO: Lee Blank DATE: Feb. 10

FROM: Margaret Russell, TMR

When Jimmy Mooney was placed in my class last October, we tried to make it understood that it was strictly a trial placement. I am not sure how clearly Mr. & Mrs. Mooney perceived this however as they were so wrapped up in finally getting Jimmy in some kind of school, that I think they were only hearing what they wanted to hear.

In any event Jimmy is becomming more and more difficult and his extreme hyper-activity is disrupting the program for all the rest of the children to a degree that is really intollerable. In fairness to the other children, we just have to get him out of here. He has been here three months now and if it was going to get any better we would have seen the results by this time.

I know that this is especially difficult what with Mr. Mooney being chairman of the Citizen's Committee for Education and I realize that he is just as influential now as he was when he was serving as Mayor of Dormit. What can we do?

M. Russell

C-16

Raymond Jamison
Commissioner of Education

STATE OF LAFAYETTE
DEPARTMENT OF EDUCATION
BUREAU OF SPECIAL EDUCATION
Capitol City, Lafayette

John Gilbert
Director of Special Education

October 10,

Mr. Lee Blank
Director of Special Education
Dormit Central School District
Dormit, Lafayette

Dear Mr. Blank

The Governor has referred to my office, a letter of inquiry from a parent of a blind child residing in your district, regarding the availability of educational services for her child. I understand that the child has been attending the program in Metropolis for the first three years of elementary school under the contract between the two districts, but the mother has made the point that the travel time is a considerable burden and that a program ought to be provided locally.

I see by your census for the American Printing House last January that Dormit has fourteen partially sighted children in addition to the three blind children attending Metroplois and the two being served without a special teacher in your North High School.

There are other districts in the state who maintain an itinerate teacher program with even fewer children than this. With the financial support from the state such a program does not constitute much local financial burden.

I would commend this matter to your consideration and welcome an opportunity to consult with you further about it if you should so desire.

Sincerely yours,

Dorothy Mayberry

(Mrs.) Dorothy Mayberry, Consultant
Education of the Visually Handicapped

DM;:pc

E-3

APPENDIX F

SELECTED SAMPLES OF TELEPHONE CALL ITEMS FROM THE SPECIAL EDUCATION ADMINISTRATION TASK SIMULATION GAME

DORMIT CENTRAL SCHOOL DISTRICT

Phone Call Situation

Instructions to Role Player:

You are Mr. John Strong at South High School. You are upset because Mrs. Underhill, teacher of EMR children in your school, has, apparently at the suggestion of Lee Blank, duplicated and sent home a note with her children regarding a teenage dance sponsored by the local ARC chapter. You feel that public school channels should not be used to promote activities that are not under the jurisdiction of the school. Therefore, you are calling Lee to thrash out the situation.

> "Hello, Lee, this is John Strong at South High. Look, we have a problem here I wanted to tell you about. The other day when you were visiting Mrs. Underhill here, I believe you asked her to publicize with her students, something about a teenage dance that her kids might attend. Now, I wouldn't have known anything about this at all except that Mabel wrote up a little note and dittoed it for her kids to take home, and my secretary happened to show a copy of it to me. Now look Lee, I don't know who that Mrs. Frederickson is, who's supposed to be in charge of the thing, and I don't really know anything about that ARC group that's sponsoring it-I suppose they're O.K. and if the kids here in our special class want to go to a social affair that is specifically for retarded children-people--whatever they are--I guess that's their business, but I can't be in a position of having notes going home from my High School encouraging kids to go to something I haven't any control over. What if the kids attend this dance and then get into some trouble at or after it and we at the school have been in a position of suggesting they go there--I don't like it (pause)
> You see, this special class of Mabel's is a part of my High School and, therefore, I'm responsible for what goes on in connection with it. If you are going to be coming in here and giving the teacher directions, or even suggestions that can lead to troubles like this dance might, maybe you'd better

be Principal of that part of my school and let me officially divorce myself from responsibility for it. If you'd like it that way, maybe we can work it out officially, but until we do, I have to have complete control over these sorts of things. As long as it's part of my school I'm responsible, and I'll decide for myself whether I want to stick my neck out, but I damn sure don't want someone else sticking it out for me."

B-6

DORMIT CENTRAL SCHOOL DISTRICT

Phone Call Situation

Instructions to role player: You are Mr. (Mrs.) Hudson, a parent of a third grade child at the Harding Elementary School. Your child's teacher has discussed with you briefly the possibility of your boy, Andrew, being placed in a special class for children with learning problems which is to be initiated next year. Andy has made poor academic progress and has been described by each of his teachers as bright enough, but having considerable difficulty concentrating and sitting still in the classroom. You have been favorably impressed with the possibility of his getting such special help, but something new has arisen which promps you to call the central office of the school district. Your call has been referred to Mr. Lee Blank, Director of Special Education.

"Hello, this is Mr. (Mrs.) Hudson. I would like to know more about this class that is being set up next year for children with learning problems. My little boy, Andrew, is a third grader at Harding School and his teacher there has spoken with us about the possibility of Andy attending this special class next fall. She talked of it in terms of it being able to help Andy with the difficulties he's had in school.

We were pleased at having such a possibility available to us, but in talking with some friends at a club meeting yesterday, several people mentioned a new program the school was setting up for emotionally disturbed children. I got concerned because this can't possibly be the same one that I had heard about because we certainly don't want Andy to be considered emotionally disturbed. What's the deal? Are there actually two different new programs being started or is there some confusion on someone's part?"

D-20

DORMIT CENTRAL SCHOOL DISTRICT

Phone Call Situation

Instructions to role player: You are Mrs. Joyce Christy, principal at Lincoln Elementary School. You have been principal there for some time but you have now had a newly established program for emotionally disturbed children (which has been euphemistically termed the learning disabilities program) present in your building since the beginning of school. It is now October 15. You had some qualms about this program being placed in your school initially, but you had resolved to give it a good unbiased trial. You have been feeling increasing anxiety about the effect that these classes may be having on the physical facilities and upon the behavior of the other regular children in your building. At least one of the special class teachers, Miss Ann Dayton, has a rather permissive approach with her children and insists that they cannot be suppressed all the time. You feel that this is not your program but has been sort of superimposed upon your school by the central administration, particularly Lee Blank. When particularly disturbing situations arise, you are prone to call Lee to let him know what his program is doing to your school.

"Hello, Lee, this is Joyce Christy of Lincoln. As you know, I had my doubts about these emotionally disturbed, or I mean the LD program being placed in my building but I think I've really been able to get a general atmosphere of tolerance throughout the school in spite of the difficulties that we've had. Right now, I'm sure feeling the pressure for some sort of reevaluation.

It capped it off today when George Reynolds set a fire in the trash can in the rest room. Luckily, one of the custodians found the fire before any serious damage was done and I told George's parents to come and get the boy and told them I was contacting you to see what should be done. We are really torn between our pride and sense of responsibility for our school at this point and our desire to cooperate with your program but it seems that we're having even more trouble than we anticipated."

E-13

(Others points to be mentioned if the opportunity arises--)

1. Other teachers complaining of noise these children make.

2. Miss Dayton insisting children have to work off some of their frustrations.

3. Regular staff and children distressed by the behavior of the special class kids.

4. Such behavior would ordinarily lead to suspension.

5. Behavior of this severity must be dealt with without hesitation.

E-13

APPENDIX G

SELECTED SAMPLES OF CASE CONFERENCE MATERIALS FROM THE SPECIAL EDUCATION ADMINISTRATION TASK SIMULATION GAME

CASE CONFERENCE ROLE PLAYING

Selection Committee-Learning Disabilities

Mr. Lee Blank, Director of Special Education

The purpose of this case conference is the selection of one child for the last open position in the classes for Learning Disabilities in the Dormit School District.

The initial class enrollments were selected from the group screened in the spring. The classes began in September with minimum groups, and children were added in gradually, until at this time there remains one opening. Today's conference is to select the child from the two cases that are to be presented.

Both students attend Harrison Elementary School, one in third grade and one in fourth grade. Their teachers are present, as well as the school principal, school nurse, and school psychologist.

You believe that a balance should be maintained in these special classes but in spite of what was thought to be careful screening, there seems to be an over-abundance of acting-out youngsters in the two classes.

It is also your belief that the classes were established to help the children that would benefit most by special placement for a period of time and then be able to return to regular classes and are not to be considered a "dumping groud" for incorrigibles that the schools have given up on.

You are in charge of the conference and may have to serve as referee if the discussion becomes heated, as it sometimes does during the placement of children.

CASE CONFERENCE ROLE PLAYING

Selective Committee-Learning Disabilities

Dr. Stanley Golden, School Psychologist

You have conducted individual psychological tests with both Raymond and Arthur and feel that of the two, Arthur would benefit more by placement in the special class.

Arthur was given the WISC and scored 100 on the Verbal Scale, Performance Scale of 87, and a Full Scale of 93. It was felt that the results were minimal, and that he is capable of functioning at a higher level. You found him to be very shy and reserved. When asked to "draw a man", he had considerable difficulty with the body image. He volunteered the information--"My father is dead." He seemed to be preoccupied with death and somber thoughts when you were conversing with him to build rapport before the administration of the tests. In talking with his teacher, you find that he seems to be retreating within himself and she is very concerned. You feel that he is in need of help but are not quite sure that the special classes, (as they are at the present time) is the answer for Arthur.

Raymond was given a Stanford Binet, L, and a Rorschach. He received a CA of 10-1, M.A. of 9-9, I.Q. of 97. His weaknesses are most apparent in following directions, practical judgment and comprehension, visual discrimination and reproduction, and the formulation of verbal concepts and abstract generalizations. As for his strong points, Raymond has an auditory memory and a vocabulary which are slightly above his age level. He is likely to give a good superficial impression because of his verbal ability, but his lack of understanding and meaning readily becomes apparent. Raymond's responses on the Rorschach show a marked perseveration, signs of anxiety, and a potential for impulsive acting-out and emotional display. Raymond is readily attracted by stimuli and has difficulty introducing intellectual control. Though he is struggling to impose order on his world, his inability to always see things as they appear to others produces anxiety and impairs his restraint of impulse and self-control. You feel that parental conflict and mishandling (shuffling him from one school to another) have compounded Raymond's difficulties. You are not able to evaluate the precise cause of Raymond's problems but you question the idea that he is brain-damaged. You feel that a Day-care situation would be best for this boy but there isn't such a facility available in Dormit at the present time.

CASE CONFERENCE ROLE PLAYING

Selection Committee-Learning Disabilities

Mrs. Betty Bailey, Chief School Nurse

Since school nurses have to sort of double as social workers in Dormit, you know quite a bit more about the children and their families than might be expected.

Arthur was a premature baby and had to spend three weeks in an incubator after birth. He is the youngest of six children. His father passed away when Arthur was 3 and mother has remarried (when Arthur was 5) to a long-distance truck driver who provides for the family but is very seldom in the home. Arthur has been very quiet and withdrawn since enrolling in school. The teachers have been concerned as they feel that he is retreating within his shell more each year. Arthur has experienced the usual childhood diseases and does not have any medical problems as far as your records are concerned. Routine visual screening and annual audiometric tests have indicated normal sensory acuity.

Raymond is an only child of middle-aged parents who indulge his every whim. Father is small business man--very wrapped up with company and mother is a member of many civic and social organizations. Raymond attended two private schools before enrolling in Harrison School last year. He had been retained in the third grade but this did not seem to help him gain a better foundation in school. We have not been able to get all of his records from the private schools and, therefore, our records are not as complete as we'd like. Our medical reports show that there is an indication of minimal brain-damage and Raymond was on medication for several years prior to this time. He is not on medication at the present time. The teachers that have had Raymond, report him to be an acting-out child that is highly distractable. Dr. Bloom, Raymond's pediatrician, stated that possible neurological impairment may certainly be involved in this case.

Raymond's parents say that he was changed from one private school to the other because they felt that the schools did not understand his problem fully and he was not progressing as well as he should .

The school physician is in agreement with Dr. Bloom as to possible neurological impairment to be at the bottom of Raymond's difficulty.

CASE CONFERENCE ROLE PLAYING

Selection Committee-Learning Disabilities

Mr. Marvin Reed, Harrison Elementary School Principal

You are very concerned with doing what's right for the two boys in question--However, you are much more familiar with Raymond, since he is a very frequent visitor to the office, than you are with Arthur, who you seldom even see on walking through the building. The fact that Miss Grubb has talked with you regarding her recent visit to her physician--who found her very upset and nervous over conditions in her classroom--colors the problem to some degree.

You are more familiar with Arthur's academic situation since he has been in your school since Kindergarten and Raymond just moved into your school district last year. He had been enrolled in two private schools previously and complete records from these schools have not been available.

Mrs. Sloan has spoken to you over her concern for Arthur who is a very withdrawn boy (has never been sent to the office for being in trouble). You finally approved a referral when it showed in the general screening last spring that Arthur was having some problems.

The president of the PTA (Mrs. Greene) has a daughter in Mrs. Grubb's class and Raymond knocked the girl off the swing on the playground last week during recess and she sprained her wrist. This is one of many reports that have come in from parents regarding Raymond's rough behavior with his peers. Mrs. Greene was most upset and wants something done about the situation.

CASE CONFERENCE ROLE PLAYING

Selection Committee-Learning Disabilities

Miss Vicki Grubb, Fourth Grade Teacher, Harrison School

Raymond is a very aggressive child--hyperactive, highly distractable--very difficult to handle. You have tried to work with Raymond but you are about at the end of your rope, as everything that you have tried has failed and you are concerned over what he might do to one of his classmates when he flies into one of his rages.

Raymond has been in two private schools previous to enrolling at Harrison School last year. He was retained the previous year as the decision was made that he was not ready academically or socially to go and needed an additional year in the primary area. This extra year in third grade seemed only to intensify Raymond's problems and hostility. Hardly a day goes by that Raymond doesn't spend some time in the principal's office--either being sent by you, special service (music, art, or P.E.) teachers, patrol, or another teacher on duty on playground or in lunch room.

Raymond is an only child of middle-aged parents and is constantly being indulged. It is very difficult to get the parents into school for conferences. Raymond's mother is very active in organizations and his father has a very successful small business which takes a great deal of his time.

Raymond doesn't have many friends--most of the children are afraid of him and he always has a chip on his shoulder. You would have a very nice, compatible class if Raymond would receive special placement.

CASE CONFERENCE ROLE PLAYING

Selection Committee-Learning Disabilities

Mrs. Jennie Sloan, Third Grade Teacher-Harrison School

Arthur is very withdrawn and seldom enters into the activities of the group. You have tried to involve him many times but usually just draw a blank. In checking with his previous teachers and in reading over the records, you find that this has been true since Arthur entered Kindergarten at the school.

When his teacher last year constructed a sociogram, she found that Arthur was an isolate. So far this year (1 1/2 months) you have not been able to identify any other child as being Arthur's friend.

Arthur is the youngest of six children. His real father is deceased (when Arthur was 3), and his mother has remarried (when Arthur was 5) to a long distance truck driver who provides for the financial needs of the family, but is seldom in the home.

Arthur is very attached to the male physical education teacher at the school. He doesn't participate in many of the activities but tries to follow him around constantly, and frequently wants to stay after school (without other children around) to help straighten up equipment.

You have discussed the problem with the principal several times, and are concerned as Arthur seems to be retreating more inside his shell as the days go by--but the principal says that there are many more problems much worse that need taking care of first. "After all, Arthur has never been sent to the office for getting into trouble." is his typical answer.

You finally convinced him that a referral should be made after you saw the results of the general screening that was conducted in the spring, which showed that Arthur was in need of help and should be considered for special placement.

CASE CONFERENCE ROLE PLAYING

Selective Committee-Learning Disabilities

Miss Audrey Green, Teacher of Emotionally Disturbed Classroom

You already have your share of acting-out children in the class, and it is your belief that the program should be set up to help those children that can derive the most from it--not those that are in need of more intensified help and care.

You get very upset with people who consider only children with acting out behavior as needing much help. You feel that the withdrawn child may be in greater need than the opposite type child who gets rid of many of his frustrations.

You have been out of a graduate school (Emotionally Disturbed Program) for two years and are most surprised and disappointed in the way that your role is perceived by most school people. It makes you discouraged to be considered as a last resort before suspension for many of the pupils.

You feel that the State regulations say a minimum class size is five and you already have nine children-- Why must we always feel that we have to operate at maximum size? The children that have already been placed are just beginning to show some growth and then we must start all over by trying to introduce another individual into the group. If this is a pilot program--let's try to give it a chance.

CONFIDENTIAL

CASE SUMMARY

DORMIT CENTRAL SCHOOL DISTRICT

October 19, 1967

Raymond Goldsmith Birthdate 9/5/57 Age 10 Sex M

ess 111 River Lane, Dormit Parents Roger and Mary Goldsmith

rred by Miss Grubb (Teacher) School Harrison Elem. Grade 4

on for Referral: Evaluation for possible placement in special class for emotionally disturbed children.

ground:

Raymond is an only child of middle-aged parents. He is over-indulged and parents becoming aware of the fact that he is becoming more and more difficult for them to le.

Raymond entered kindergarten at the Little Oaks Junior Academy, where he remained l the middle of the first grade. His parents then took him out and entered him in Lady of Hope Elementary School where he completed the first, second, third, and was ined for an additional year in the primary area, because of difficulty both academic social. His parents purchased a new home and moved at Christmas time last year and nond entered Harrison School last January.

Raymond had considerable difficulty in adjusting to the new school, and many things overlooked initially because of this, but the situation did not get better--it only gradually worse. This year, Raymond has been in trouble of one sort or another since day school opened. He is a very aggressive child and does not have many friends. nond has been exhibiting extreme acting-out behavior and is highly distractable.

He was given a Stanford Binet, L, and a Rorschach (October 4, 1967) and received 0-1, MA 9-9, IQ 97. Has weakness in following directions, practical judgment and prehension, visual discrimination and reproduction, and the formulation of verbal cepts and abstract generalizations. He has good auditory memory and a vocabulary ch is slightly above his age level.

On the Rorschach, he showed marked perseveration, signs of anxiety, and a tendency impulsive acting-out and emotional display. He is readily attracted by stimuli and introducing intellectual control.

It is difficult to evaluate his progress in the academic area since he has been in lic school, because very little effort has been put forth and his attitude is not ducive to learning. In addition to providing a background noise through his never-sing verbiage, he has had to be under constant surveillance of the teacher in order t he could be prevented from interfering with other children or meddling with curri-um materials. He resisted instruction when this was offered to him, but would ask help on his own volition. If corrected verbally, he responded by being defiant argumentative.

Raymond lives in a very nice home in an upper middle class neighborhood. His her is preoccupied with his own small business and has little time for the boy--es up for this by buying many toys. His mother is very active in civic and social anizations. A part-time housekeeper is the only person home when Raymond returns m school each day.

The children in his neighborhood have been forbidden by their parents to play h him, as he has hurt several of them. He flies into a rage if he doesn't get his way.

It has been difficult for the school to get the parents in for conferences to dis-s Raymond's problems.

CASE SUMMARY

CONFIDENTIAL

DORMIT CENTRAL SCHOOL DISTRICT

October 19, 1967

Name Arthur Stone Birthdate 11/3/59 Age 7 Sex M

Address 513 George Street, Dormit Parents Herman & June Glueck (step-father)

Referred by Mrs. Sloan (Teacher) School Harrison Elem. Grade 3

Reason for Referral: Evaluation for possible placement in special class for emotionally disturbed children.

Background:

Arthur is the youngest of six children. His father is deceased and mother remarried. Mr. Glueck is a long-distance truck driver and provides for the family but is not in the home much of the time. Arthur appears to need a male figure to identify with and has developed an attachment to the custodian in the school.

Arthur is very withdrawn and his teachers indicate that he seems to be becoming more of an introvert as time passes. He doesn't enter into the activities of the class and has few friends.

He was given the WISC (October 4, 1967) and scored a Verbal Scale 100, Performance Scale 87, and a Full Scale of 93. It was felt that the results were minimal. He had considerable difficulty when asked to "draw a man". Child seemed to be preoccupied with death when the psychologist was trying to develop rapport before administering the test.

Arthur lives in an apartment in a lower middle class neighborhood. The apartment has three bedrooms and the conditions are cramped with five of the children still at home. Arthur sleeps with his mother much of the time when the father is not home. Mother feels "He's my baby" and overprotects him.

After Arthur's father passed away (Arthur was 3), mother was referred for psychiatric help. Problems appeared to clear up after her marriage to Mr. Glueck (when Arthur was 5).

Arthur's academic work is below grade level and he was conditionally promoted this year. It is felt that to return him to second grade would not be the solution to his problem. His teachers have noticed that all of his art work is very somber and it is hard for them to recall the child ever smiling or laughing.

APPENDIX H

SAMPLE FORMS OF THE CENTRAL CITY CHOICE TEST

FORMS X AND Y

X-1

August 1,

Director of Special Education
Central City School District
Central City, U.S.A.

Dear Sir:

We will be moving to Central City before school starts and would like to ask for your help in advance with our little boy. I am writing over the objections of my husband, who thinks we should just enroll Billy in school when we get there, and see what happens, but since I know that his situation cannot possibly escape your attention for long, I think it is better to lay our cards on the table.

Billy has had trouble with school since the first day in kindergarten and he is now nearly eight years old. A school guidance counsellor (or psychiatrist, I think) where we first lived said something about Billy being mentally disturbed or retarded. I'm not sure just what he meant and I doubt if he did either. Anyway, we have tried three different schools and it works out about the same each place. Billy was always smart as a whip before he started school and I still can't believe he is retarded but I will have to admit he sure doesn't get along with school.

Where we have lived this past year, the school finally expelled him at Christmas time. I think they just didn't want to be bothered but we were so tired of arguing and stewing about it that we just gave up and kept him home for the past six months. It just doesn't seem right that he isn't entitled to an education.

Before we decide on a permanent place to live in Central City, I would like to have any advice you might give as to what we might be able to expect for Billy in his new school. We have been told that your city has good schools and went out of the way to help problem children.

Yours truly,

Mrs. Howard Nasmith
773 East Main Street
San Carmelite, California

REACTION TO THE "CASE OF BILLY NASMITH"

In deciding on a reaction to the situation presented by this letter, certain procedures may be appropriate for obtaining sufficient information upon which to base a decision. Indicate the expected value of each procedure, by using the following scale:

1. Essential
2. Of considerable value
3. Of possible value
4. Of little value
5. Of no value

1 2 3 4 5 (1) Using only data from the child's former school district

1 2 3 4 5 (2) Using only data obtained from a current evaluation of the child by our district staff personnel

1 2 3 4 5 (3) Using only data from an evaluation of the child by persons outside the public schools

In reaching a decision on this case, there are a number of persons, all of whom have knowledge of the child and with whom communication might be exchanged. Indicate your estimate of the importance of communicating with each person or source using the same above-mentioned scale from 1 to 5.

1 2 3 4 5 (4) the parents

1 2 3 4 5 (5) former teachers in previous district

1 2 3 4 5 (6) School psychologists in previous district

1 2 3 4 5 (7) School social workers in previous district

1 2 3 4 5 (8) School medical personnel in previous district

1 2 3 4 5 (9) School principals in previous district

1 2 3 4 5 (10) Community social work or clinic agencies in previous district

In reaching a decision on this case, I may need to communicate with other persons who have not known the child but have other information about placement alternatives that would be relevant. Indicate your estimate of the importance of such communication by grading from 1 to 5 on the same basis as the previous scale, each of the following sources:

1 2 3 4 5 (11) Superintendent or other superior in my district

1 2 3 4 5 (12) Principal of building with special classes in my district

1 2 3 4 5 (13) Teacher (s) of regular classes in my district

1 2 3 4 5 (14) Teacher (s) of special classes in my district

1 2 3 4 5 (15) School psychologists in my district

1 2 3 4 5 (16) School medical personnel in my district

1 2 3 4 5 (17) School social workers in my district

When sufficient information is obtained, a decision may be made, utilizing one of two approaches. Indicate the appropriateness of each, according to the following scale:

1. Extremely appropriate
2. Definitely appropriate
3. Probably appropriate
4. Possibly appropriate
5. Not appropriate

1 2 3 4 5 (18) my independent judgement

1 2 3 4 5 (19) consideration by a committee

October 28,

Mr. Henry Martin
Director of Special Education
Central City School District
Central City, U.S.A.

Dear Mr. Martin:

In the five years that my Mary has been in the special classes in your district, I have always been able to iron out what minor complaints have arisen by talking with the teachers and the school principal. However, I seem to be faced with a question at this time that is more basic and since I understand that you have general responsibility for the entire special education program, I think I should take it up with you.

Mary's teacher this year, Mr. O'Brien, seems to be placing absolutely no emphasis on "school learning", but is letting the children spend all of their time on what he calls "projects" but what to me appear to be unproductive and generally disorganized play. When I have tried to discuss this with him, he seems to turn every question around to my being unable to accept my child's retardation. I haven't told him off yet but I can feel myself getting closer to it every time I see him.

Mr. O'Brien seems to represent a different philosophy from that which I have found with Mary's previous teachers and one which I simply can't understand at all. I am not sure what to do about this but letting you know my feelings may be a place to start.

Sincerely yours,

Mrs. Martha Lawrence

X-2

REACTION TO "LAWRENCE VS. O'BRIEN"

In deciding on a reaction to the situation presented by this letter, a number of possible actions might be taken, Indicate your opinion of the importance of each, according to the following scale:

1. Essential
2. Of considerable value
3. Of possible value
4. Of little value
5. Of no value

1 2 3 4 5 (20) A written communication to the mother, Mrs. Lawrence

1 2 3 4 5 (21) A written communication to the teacher, Mr. O'Brien

1 2 3 4 5 (22) A discussion with Mrs. Lawrence

1 2 3 4 5 (23) A discussion with Mr. O'Brien

1 2 3 4 5 (24) A conference involving Mrs. Lawrence, Mr. O'Brien and myself

1 2 3 4 5 (25) Consideration of it at a staff meeting of persons involved in the program for retarded children

1 2 3 4 5 (26) Referral to Mr. O'Brien's building principal

1 2 3 4 5 (27) Referral to personnel who deal with home/school problems (social worker, psychologist, etc.)

1 2 3 4 5 (28) Referral to the district superintendent (or other appropriate superior)

Interoffice Memo, Central City School District

To: Henry Martin
Director of Special Education

From: James Johnson, Superintendent

I am sure that you are aware of the new state law regarding teacher tenure and the various provisions incorporated in the law relative to evaluation of probationary teachers. This has been discussed at administrative staff meetings and we are attempting to arrive at local procedures for guaranteeing that we have proper written documentation in the certificated personnel folders regarding each supervisory visit, conferences, etc., so that we will be not only operating within the letter and the spirit of the new law and will be behaving professionally with our teachers but also so as to avoid any nasty lawsuits..

It has occurred to me that the procedures we have been working on may not be particularly appropriate with some of the certificated personnel coming directly or indirectly into your division. May I suggest that you give some thought to this and get the ball rolling towards some sort of policy covering this matter as far as your personnel are concerned. We need to cover those who are itinerant as well as those who are assigned exclusively to one building.

REACTION TO "MEMO FROM THE BOSS"

In deciding on a reaction to the situation presented by this memo, a number of approaches are possible. Indicate the appropriateness of each, according to the following scale:

1. Extremely appropriate
2. Definitely appropriate
3. Probably appropriate
4. Possibly appropriate
5. Not appropriate

If a written policy delineating the responsibility for evaluation of special education teachers is to be developed, the development could be accomplished

1 2 3 4 5 (29) by doing it by myself

1 2 3 4 5 (30) by involving principals, other central supervisory staff and myself

1 2 3 4 5 (31) by involving teachers, principals, central supervisory staff and myself

Final policy on this matter might place authority for teacher evaluation

1 2 3 4 5 (32) solely on me

1 2 3 4 5 (33) solely on building principals

1 2 3 4 5 (34) on a shared basis between the building principals and myself

X-4

Interoffice Memo
Central City School District

To: Henry Martin
Director of Special Education

From: Marie Harris, East Avenue School
Hearing Training Program

I want you to know that I am becoming more concerned about Clarence Huntington. He has been in our program for hard of hearing children for nearly two years now and I am becoming more convinced that he does not belong in this class. While he is hard of hearing, I am convinced that is not his main problem. To me the previous diagnostic data we have had has never been too clear as to his basic mental ability. As I have gotten to know him better, I am sure that he is too mentally retarded to profit from the program which we conduct for our other hard of hearing children and I feel that it is unproductive for Clarence and unfair for the other children in my group to have him holding us back.

I think we should do something about this.

REACTION TO TEACHER'S CALL FOR HELP

In deciding on a reaction to the situation presented by this memo, a number of approaches are possible. Indicate the appropriateness of each, according to the following scale:

1. Extremely appropriate
2. Definitely appropriate
3. Probably appropriate
4. Possibly appropriate
5. Not appropriate

Satisfactory action in reaching a solution on this situation could involve

1 2 3 4 5 (35) my personally reviewing the data available on this child

1 2 3 4 5 (36) discussion of the case with the child's parents

1 2 3 4 5 (37) a review of available data and a discussion between myself and the teacher, Miss Harris

1 2 3 4 5 (38) a review of available data and discussion between myself and a school nurse

1 2 3 4 5 (39) a review of available data and a discussion between myself and the school psychologist

1 2 3 4 5 (40) a review of available data and a discussion between myself and the school principal

1 2 3 4 5 (41) a review of available data and discussion involving myself, the teacher, psychologist, school nurse and principal

A satisfactory solution on this situation may require

1 2 3 4 5 (42) accumulation of additional current evaluative data by district personnel

1 2 3 4 5 (43) accumulation of additional current evaluative data from and/or consultation with professional persons outside the district staff

1 2 3 4 5 (44) discussion of the case with a superordinate

Y-

June 1,

Director of Special Education
Central City School District
Central City, U.S.A.

Dear Sir:

I believe that you are aware of my son James, although he has not been attending school in this district for the past six years. Although we are residents of the Central City School District, James has been transported to the Capitol City program for visually handicapped ever since the first grade. He had been in the special class with other totally blind students for the first two or three years but since then he has been attending another classroom in the same building made up of children who are slow learners. In this room he has still been receiving some help each week from the teacher of the blind in the building.

His teachers, this spring, have been telling us that his learning problems are really greater than his visual problems and that he could be served just as well back in his home district now that he will be old enough to go into the Junior High next fall.

I can see where it would be better for him to not have the long bus ride every day but on the other hand his best friends are in the school where he has been attending. They haven't said that he absolutely must return to his home school but I have the feeling that they feel this way. Could you advise me as to what kind of program James would get here in Central City? We live near the Lincoln Junior High School.

Sincerely yours,

Mrs. Arthur Brown
116 Cedar Street
Central City, U.S.A.

Y-1

REACTION TO THE "CASE OF JAMES BROWN"

In deciding on a reaction to the situation presented by this letter, certain procedures may be appropriate for obtaining sufficient information upon which to base a decision. Indicate the expected value of each procedure, by using the following scale:

1. Essential
2. Of considerable value
3. Of possible value
4. Of little value
5. Of no value

1 2 3 4 5 (1) Using only data from the child's former school district

1 2 3 4 5 (2) Using only data obtained from a current evaluation of the child by our district staff personnel

1 2 3 4 5 (3) Using only data from an evaluation of the child by persons outside the public schools

In reaching a decision on this case, there are a number of persons, all of whom have knowledge of the child and with whom communication might be exchanged. Indicate your estimate of the importance of communicating with each person or source using the same above-mentioned scale from 1 to 5.

1 2 3 4 5 (4) the parents

1 2 3 4 5 (5) former teachers in previous district

1 2 3 4 5 (6) School psychologists in previous district

1 2 3 4 5 (7) School social workers in previous district

1 2 3 4 5 (8) School medical personnel in previous district

1 2 3 4 5 (9) School principals in previous district

1 2 3 4 5 (10) Community social work or clinic agencies in previous district

In reaching a decision on this case, I may need to communicate with other persons who have not known the child but have other information about placement alternatives that would be relevant. Indicate your estimate of the importance of such communication by grading from 1 to 5 on the same basis as the previous scale, each of the following sources:

1 2 3 4 5 (11) Superintendent or other superior in my district

1 2 3 4 5 (12) Principal of building with special classes in my district

1 2 3 4 5 (13) Teacher (s) of regular classes in my district

1 2 3 4 5 (14) Teacher (s) of special classes in my district

1 2 3 4 5 (15) School psychologists in my district

1 2 3 4 5 (16) School medical personnel in my district

1 2 3 4 5 (17) School social workers in my district

When sufficient information is obtained, a decision may be made utilizing one of two approaches. Indicate the appropriateness of each, according to the following scale:

1. Extremely appropriate
2. Definitely appropriate
3. Probably appropriate
4. Possibly appropriate
5. Not appropriate

1 2 3 4 5 (18) my independent judgement

1 2 3 4 5 (19) consideration by a committee

Mr. Henry Martin
Director of Special Education
Central City School District
Central City, U.S.A.

Dear Mr. Martin:

I want you to know that I have been having a problem with Jane's teacher in the special class at Central High. Some of these teachers in the special slow learner classes take in too much territory and try to meddle with the whole family's business. Mrs. Gray has been picking on my Jane about the foods she eats. She says it's part of a lesson they have been having in health but she has been as much as ordering the children not to eat certain foods and seems to be trying to dictate everything on the menu for the whole family. I know that Jane does have a skin problem but all teenagers do, don't they? I have told Mrs. Gray that some things are our own business but she's got Jane all upset and I wish she would just worry about things at school and let us alone.

Mrs. Helen Henderson

Y-2

REACTION TO "HENDERSON VS. GRAY"

In deciding on a reaction to the situation presented by this letter, a number of possible actions might be taken. Indicate your opinion of the importance of each, according to the following scale:

1. Essential
2. Of considerable value
3. Of possible value
4. Of little value
5. Of no value

1 2 3 4 5 (20) A written communication to the mother, Mrs. Henderson

1 2 3 4 5 (21) A written communication to the teacher, Mrs. Gray

1 2 3 4 5 (22) A discussion with Mrs. Henderson

1 2 3 4 5 (23) A discussion with Mrs. Gray

1 2 3 4 5 (24) A conference involving Mrs. Henderson, Mrs. Gray and myself

1 2 3 4 5 (25) Consideration of it at a staff meeting of persons involved in the program for retarded children

1 2 3 4 5 (26) Referral to Mrs. Gray's building principal

1 2 3 4 5 (27) Referral to personnel who deal with home/school problems (social worker, psychologist, etc.)

1 2 3 4 5 (28) Referral to the district superintendent (or other appropriate superior)

Y-

Interoffice Memo
Central City School District

To: Henry Martin, Director of Special Education

From: James Johnson, Superintendent

It has come to my attention from a couple of the principals that there have been discrepancies in the amount of "duty assignments" in the case of Special Education teachers who are housed in regular school buildings. I guess this has come about since some of the teachers got together and saw that certain teachers had a "better deal" than others in terms of lunchroom duty, etc.

It looks like this may call for a statement of general policy as to the extent to which Special Education teachers are considered a part of regular school staff where they are housed.

Please give some thought to this and let me know what you think we ought to do.

REACTION TO "MEMO FROM THE BOSS"

In deciding on a reaction to the situation presented by this memo, a number of approaches are possible. Indicate the appropriateness of each, according to the following scale:

1. Extremely appropriate
2. Definitely appropriate
3. Probably appropriate
4. Possibly appropriate
5. Not appropriate

If a written policy delineating local building duty assignments for special education teachers is to be developed, the development could be accomplished

1 2 3 4 5 (29) by doing it by myself

1 2 3 4 5 (30) by involving principals, other central supervisory staff and myself

1 2 3 4 5 (31) by involving teachers, principals, central supervisory staff and myself

Final policy on this matter might place authority for duty assignments

1 2 3 4 5 (32) solely on me

1 2 3 4 5 (33) solely on building principals

1 2 3 4 5 (34) on a shared basis between the building principals and myself

Interoffice Memo
Central City School District

To: Henry Martin, Director of Special Education

From: Miss Marie Jones, Highland School

I have been teaching in the EMR program for quite a while now and I think I know a retarded child when I see one. Timmy Smith had been in the EMR program two years before coming to my class this fall but I am convinced that he just doesn't belong here. His greatest problem is his emotional disturbance which I would say is severe. With his behavior as it is, he just can't profit from the kind of class I try to maintain and he is too disturbing to the others in the class to permit them to profit from the program either. It's only November but at this rate, I'll never last til June with him in my room. Sorry to be a nag but something has to give.

REACTION TO TEACHER's CALL FOR HELP

In deciding on a reaction to the situation presented by this memo, a number of approaches are possible. Indicate the appropriateness of each, according to the following scale:

1. Extremely appropriate
2. Definitely appropriate
3. Probably appropriate
4. Possibly appropriate
5. Not appropriate

Satisfactory action in reaching a solution on this situation could involve

1 2 3 4 5 (35) my personally reviewing the data available on this child

1 2 3 4 5 (36) discussion of the case with the child's parents

1 2 3 4 5 (37) a review of available data and a discussion between myself and the teacher, Miss Jones

1 2 3 4 5 (38) a review of available data and discussion between myself and a school nurse

1 2 3 4 5 (39) a review of available data and a discussion between myself and the school psychologist

1 2 3 4 5 (40) a review of available data and a discussion between myself and the school principal

1 2 3 4 5 (41) a review of available data and discussion involving myself, the teacher, psychologist, school nurse and principal

A satisfactory solution on this situation may require

1 2 3 4 5 (42) accumulation of additional current evaluative data by district personnel

1 2 3 4 5 (43) accumulation of additional current evaluative data from and/or consultation with professional persons outside the district staff

1 2 3 4 5 (44) discussion of the case with a superordinate

Name or Number

PERSONAL DATA FORM

Central City Choice Test

Circle the appropriate number to indicate your situation on each of the following 12 items. Estimate where necessary.

(69) Bachelors Degree Major

1. General Education
2. Spec. Ed. (Handicapped)
3. Psychology
4. Other

(70) Masters Degree Major

1. General Education
2. Spec. Ed. (Handicapped)
3. Ed. Administration
4. Psychology
5. Other
6. No grad. work

(71) Post-Masters Major

1. General Education
2. Spec. Ed. (Handicapped)
3. Ed. Administration
4. Psychology
5. Other
6. No post-masters work

(72) Total graduate and undergraduate semester hours in Gen. Ed.

1. 0-3
2. 4-12
3. 13-21
4. 22-30
5. over 30

(73) Total graduate and undergraduate semester hours in Spec. Ed.

1. 0-3
2. 4-12
3. 13-21
4. 22-30
5. over 30

(74) Total graduate and undergraduate semester hours in Ed. Adm.

1. 0-3
2. 4-12
3. 13-21
4. 22-30
5. over 30

(75) Total graduate and undergraduate semester hours in Psychology

1. 0-3
2. 4-12
3. 13-21
4. 22-30
5. over 30

(76) Prof. Experience in General Classroom Teaching

1. 0 years
2. 1-4 years
3. 5-9 years
4. over 9 years

(77) Prof. Experience in General School Supervision or Adm.

1. 0 years
2. 1-4 years
3. 5-9 years
4. over 9 years

(78) Prof. Experience in Special Education Teaching

1. 0 years
2. 1-4 years
3. 5-9 years
4. over 9 years

(79) Prof. Experience in Spec. Ed. Supervision or Administration

1. 0 years
2. 1-4 years
3. 5-9 years
4. over 9 years

(80) Prof. Experience in School Psychology

1. 0 years
2. 1-4 years
3. 5-9 years
4. over 9 years

APPENDIX I

OPINIONNAIRE DATA FROM GROUP E_1 WORKSHOP

Special Education 336 Seminar

Opinionnaire

DIRECTIONS: Please circle the letter in front of the response that most nearly approaches your opinion to the statement.

1. As compared to other methods by which a course in administration could have been presented, I feel that the use of simulation exercises in this course has been

   20 a. a highly appropriate and valuable approach.
   1 b. a better than average approach.
   0 c. no better nor worse than any other approach.
   0 d. not as good as some other methods might have been.
   0 e. generally inappropriate.

2. Specifically, the written "In basket" items seem to be

   8 a. Outstandingly realistic.
   11 b. fairly realistic.
   2 c. conceivable.
   0 d. somewhat lacking in realism.
   0 e. highly unrealistic.
   0 f. no basis for judging.

3. In terms of time spent on follow-up discussion of the simulation material, discussion was

   0 a. far too lengthy.
   2 b. more than enough.
   11 c. about the right amount.
   6 d. not quite enough.
   2 e. not nearly enough.

4. In terms of the total time spent on simulated activities versus other course content, the emphasis on simulation was

0	a.	way too much.
3	b.	a little too much.
14	c.	about right.
3	d.	could have had more.
1	e.	should have been much more.

5. I feel that the simulation approach could be enhanced most by greater use of

6	a.	role playing situations.
3	b.	oral communication situations.
1	c.	visual pictorial input.
0	d.	written communications.
11	e.	an equal mix of the above.

6. In terms of the amount of time which needs to be spent on background information as a prerequisite to problem solving activity, the amount of background data provided should be

0	a.	much more.
13	b.	somewhat more.
8	c.	about as we had it.
0	d.	less than we had it.
0	e.	not really necessary at all.

7. The class size was

0	a.	much too large.
2	b.	a little too large.
19	c.	just about right.
0	d.	a little too small.
0	e.	much too small.

8. This workshop was best for people who were

*5	a.	teachers in special education.
11	b.	persons beginning in special education administration.
11	c.	persons currently involved in special education administration.
4	d.	persons currently involved in general school administration.
1	e.	persons not in administration.

* Respondents were permitted to mark more than one choice on this item.

9. I feel that the time spent on classroom observation systems was

10 a. extremely worthwhile.
7 b. worthwhile.
4 c. possibly worthwhile.
0 d. a waste of time.

10. The classroom observation films were

6 a. very realistic and a valuable experience.
1 b. very realistic but not a valuable experience.
10 c. realistic and a valuable experience.
3 d. realistic but not a valuable experience.
1 e. unrealistic but a valuable experience.
0 f. unrealistic and not a valuable experience.

11. The telephone calls I received were

6 a. very realistic and a valuable experience.
0 b. very realistic but not a valuable experience.
12 c. realistic and a valuable experience.
0 d. realistic but not a valuable experience.
3 e. unrealistic but a valuable experience.
0 f. unrealistic and not a valuable experience.

12. The role playing situations (case conferences, etc.) were

8 a. very realistic and a valuable experience.
0 b. very realistic but not a valuable experience.
8 c. realistic and a valuable experience.
1 d. realistic but not a valuable experience.
4 e. unrealistic but a valuable experience.
0 f. unrealistic and not a valuable experience.

13. The lectures were

20 a. interesting and valuable.
0 b. interesting but not valuable.
1 c. routine but valuable.
0 d. routine and not valuable.
0 e. boring but valuable.
0 f. boring and not valuable.

14. The overall value of the workshop to me was

21 a. extremely worthwhile.
0 b. worthwhile.
0 c. possibly worthwhile.
0 d. a waste of time.

15. As compared to the usual class having one instructor, the team teaching available in this situation (two instructors) was

17 a. a great advantage.
4 b. of some advantage.
0 c. of little or no consequence.
0 d. somewhat clumsy.
0 e. a source of considerable confusion.

16. Please feel free to comment, if you wish, on anything about the seminar which you have not already expressed.

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The Development of Simulation Materials for Research and Training in Administration of Special Education

Final Report

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ABSTRACT

Materials utilizing a simulated environment approach were developed, produced, pilot tested and evaluated to determine their usefulness as media for training programs and for behavioral research in the process of administration of special education. Background and task materials took the form of both written and audio-visual media, featuring a communications in-basket, telephone calls, filmed observations and role-played conferences. Content was selected to provide broad sampling of problems, maximum realism and participant involvement. Changes in behavioral choice along dimensions of interpersonal relationships were hypothesized. Instruments for evaluating the materials consisted of a test used pre and post treatment to assess behavioral change, a category scoring system to assess performance during the training session, and a participant opinionnaire. Two experimental groups and two control groups were involved. Results indicated that the performance scoring system was reliable; differences in test scores and performance as a function of demographic variables were not significant on dimensions hypothesized; differences between pre and post treatment were significant for experimental groups and not in the control group; a lack of correlation between test and performance variables cast doubt on the validity of the test scales; the materials were perceived by participants as an extremely valuable vehicle for training. Recommendations for extension and improvement of materials and assessment instruments were presented.